

# National Parent-Teacher

THE P.T.A. MAGAZINE



April 1958

# Objects of the National Congress of Parents and Teachers

**To promote the welfare of children and youth in home, school, church, and community.**

**To raise the standards of home life.**

**To secure adequate laws for the care and protection of children and youth.**

**To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.**

**To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.**



Membership  
of the National  
Congress  
of Parents and  
Teachers, as of  
April 15, 1957, is  
10,694,474

## Coming Next Month

### What About Radiation?

CHARLES L. DUNHAM, M.D.

Director, Division of Biology and Medicine, U.S. Atomic Energy Commission

### Our Exasperating Opportunity

HAROLD TAYLOR

President, Sarah Lawrence College

### Homemaker—Money Maker

Alice K. LEOPOLD

Assistant, U.S. Secretary of Labor, and Director, Women's Bureau

### The Children's Hour: Space and Satellites

IRMA SIMONTON BLACK AND BETTY MILES

Staff Members, Bank Street College of Education

### CONCERNING CHANGE OF ADDRESS

Copies of *National Parent-Teacher: The P.T.A. Magazine* come to subscribers by second-class mail. If copies are not delivered because of wrong or incomplete address, changes of address, or other similar reasons, they are returned to the magazine office in Chicago at our expense. You can help us keep this item of expense to a minimum and at the same time assure delivery of the magazine to your home without delay by giving us your new address one month in advance.

## Subscription Blank

NAME

(Please Print)

STREET AND NUMBER

CITY, ZONE, AND STATE

ASSOCIATION

SUBSCRIPTION RATES  
\$1.25 a year—U.S. and possessions  
\$1.50 a year—Canada  
\$1.75 a year—Other countries

### 5-58

If these figures appear just below your name and address on the back cover of this issue of the magazine, your subscription will expire with the May 1958 *National Parent-Teacher*. We suggest that you renew now, to avoid delay in receiving the June 1958 issue.

Send check or money order to **NATIONAL PARENT-TEACHER, 700 North Rush Street, Chicago 11, Illinois**

# National Parent-Teacher

VOLUME 52 NUMBER 8

THE P.T.A. MAGAZINE

Member of the  
EDUCATIONAL  
PRESS  
ASSOCIATION  
OF  
AMERICA

## Officers of the Magazine

Mrs. Newton P. Leonard, Chairman  
Mrs. Rollin Brown, Vice-chairman  
Mrs. L. W. Alston, Secretary  
Ralph H. Ojemann, Treasurer

## Directors

Mrs. L. W. Alston	John B. Gilliland
Mrs. Rollin Brown	Mrs. Newton P. Leonard
Mrs. Joel Burkitt	Ralph H. Ojemann
John S. Carroll	Mrs. James C. Parker
Mrs. Ruth Gagliardo	James H. Snowden
	Mrs. C. Meredith Springer

**National Parent-Teacher: The P.T.A. Magazine** is the official magazine of the National Congress of Parents and Teachers. All officers and directors are members of the Board of Managers of the National Congress. The directory of the Congress will be found on the inside back cover.

## Editorial Office

700 North Rush Street, Chicago 11, Illinois

The magazine is not responsible for loss or injury to manuscript or art material while in its possession or in transit.

## Subscription Office

700 North Rush Street, Chicago 11, Illinois  
Eleanor Twiss, Business Manager  
Irene Tennesen, Assistant to the Business Manager  
John Conley, Circulation Manager

## Rates

\$1.25 a year—U.S. and possessions  
\$1.50 a year—Canada  
\$1.75 a year—Other countries  
Single copy—U.S. and possessions, 15 cents  
Single copy—Other countries, 20 cents

Make check or money order payable to the **National Parent-Teacher** and mail to the above address. Allow four weeks for first copy to reach you.

Notice of change of address must be given one month advance and must show both old and new addresses.

The **National Parent-Teacher** is listed in the *Education Index* and the *Readers' Guide to Periodical Literature*.

Published monthly, September through June, by the **National Parent-Teacher**.

Entered as second-class matter, October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

Copyright 1958 by the **National Parent-Teacher**

700 NORTH RUSH STREET • CHICAGO 11 • ILLINOIS

## Contents FOR APRIL 1958

The President's Message	
Space and Spirit: An Easter Meditation.....	Ethel G. Brown
<b>ARTICLES</b>	
Why All These Young Marriages?	Harold T. Christensen
Time Out for Teaching.....	Thomas D. MacOwan
Self-Confidence To Grow On.....	Edith G. Neisser
Mutual Aid and Peace.....	President Dwight D. Eisenhower
Better Movies for Your Children.....	Frank H. Haymaker
Confidentially Yours: Parent to Teacher, Teacher to Parent	Christian W. Jung and Madeline Hunter
How Fit Are Your Children?	Elsa Schneider
<b>FEATURES</b>	
Worth a Try.....	15
Come In, World.....	19
Notes from the Newsfront.....	23
What's Happening in Education?	William D. Boutwell
P.T.A. Projects and Activities: The P.T.A. in Navaho Land	Clarence M. Hill and Dorothy Pillsbury
Growing Up in Modern America: Study-Discussion Programs	32
Ruth Strang, Bess Goodykoontz, and Evelyn Millis Duvall	
Books in Review.....	35
Motion Picture Previews.....	36
Opinions by Post.....	39
Design.....	Igor de Lissovsky
Cover.....	Harold Lindner—A. Devaney

**Editor** Eva H. Grant

**Associate Editors** Mildred Bevil

John S. Carroll

Henry F. Helmholz, M.D.

Ethel G. Brown

Ralph H. Ojemann

**Managing Editor** Mary A. Ferre

**Assistant Editor** Mary Elinore Smith

**Advisory Editors**

Sarah C. Caldwell, Teacher, Roosevelt-Kent High School, Akron, Ohio, and Past President, N.E.A.

Mrs. James Pitts Hill, Past President, National Parent-Teacher

Herold C. Hunt, Professor of Education, Harvard University

J. Paul Leonard, President, American University, Beirut, Lebanon

Bruce E. Mahan, Dean, Extension Division, State University of Iowa

William C. Menninger, M.D., Co-director, The Menninger Foundation

Bonaro W. Overstreet, Author, Lecturer, and Adult Educator

George D. Stoddard, Dean, School of Education, New York University

Harleigh B. Trecker, Dean, School of Social Work, University of Connecticut

Paul A. Withey, Professor of Education, Northwestern University





*Space  
and Spirit.*

© H. Armstrong Roberts

# An Easter Meditation

OUR INQUIRIES INTO THE PHYSICAL WORLD have taken us a long way. In the last year alone we have witnessed a breakthrough into outer space. We have entered an age of missiles. We have seen satellites whirling around the earth at a height of four hundred miles and a speed of eighteen thousand miles an hour. This is a mighty leap for man, who has been flying only half a century.

What has impelled man to this most recent conquest? Why is he exploring the vast reaches beyond the earth? Is the thrust into space only another symptom of an obsessive urge for power? Are the launchings of the little moons the first leap in a race to invade the planets and use them as bases to control our own planet? Is this the design for the future?

EASTER IS THE SEASON above all others for routing darkness and despair. It may, then, be an appropriate time to face hopefully even the most dismal uses of space research. For at Easter we celebrate life, rebirth, and the spirit triumphant.

Easter reminds us of heights that no rockets can hope to reach. Easter reminds us that without spiritual meaning in our lives all space is outer space. It is a time when the familiar words chime in our ears: "I will lift up mine eyes unto the hills, from whence cometh my help." It reminds us of the miracles without which life has no preciousness.

What has enabled man to take his first steps toward space travel? What has enabled him to penetrate other physical secrets of the universe? To dream daring dreams and turn them into deeds?

Is it not that illuminating gift of God, imagination? The same gift that gives us insight into miracles, such miracles as friendship, children's laughter, spring blossoms, the healing discoveries of the laboratory, man's humanity to man? Imagination is a glow that lights up the way just ahead—beckoning, luring. The power of imagination launched man

into space, and imagination will help decide the direction of man's most recent conquest.

Are we looking for a doorway into the future, a doorway that will tell us where our space journeys may take us? Man's imagination is that doorway. It looks out on tomorrow's vistas. Imagination can turn the earth into an inferno more terrible than ever before possible. Imagination can also transform the earth into a home of beauty and wonder worthy of a Creator who has lavished untold gifts on his sometimes wayward children. Imagination can take us into darker dungeons of doom than we have ever known. Imagination can also take us into brighter realms than ever before possible—and this without ever leaving earth.

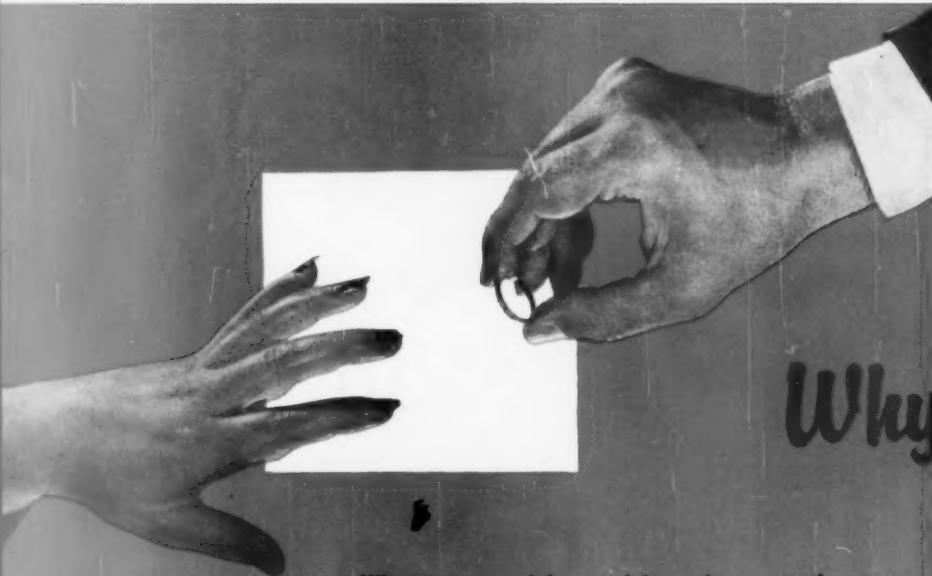
WHY THE PRECIPITOUS HASTE to zoom away from earth? What will it avail man to soar higher and higher into space if in his headlong thrust he loses the spiritual truths he has already glimpsed? In our impatience to push off are we forgetting the hills from whence cometh our help?

How high can we hurl our spiritual spires? How far can we extend into the world our moral force for good? These are questions we may ask ourselves this Easter as we affirm the great truths of human existence and the source of life itself.

Easter and the whole miracle of resurrection give us a chance to renew our creative resources and to stretch our creative imagination. If ventures into space are shaped in the mind of man, who knows what other sallies are possible? What truths may be revealed? Or what power to act on truths we already know?



President, National Congress of Parents and Teachers



## Why All These

**When teen-age Johns and Janes leap over the bors and into matrimony, we elders will do well to reflect on the reasons for the current trend—and the part played by our own neglect of family life education.**

© A. Domaney, Inc., N.Y.

WITHIN THE UNITED STATES for more than a half century the average age at first marriage has been going down. In 1890, men and women married at the approximate ages of twenty-six and twenty-two respectively. In 1956 the corresponding ages were about twenty-three and twenty. Thus, on the average, men are now marrying about three years younger and women about two years younger than they were some sixty or seventy years ago.

In 1956 there were approximately 12,000 married males and 284,000 married females under the age of eighteen. Furthermore, by the age of eighteen some 12,000 to 15,000 additional young people (mostly girls) had become either widowed or divorced.

It used to be that people waited until they were out of school before they got married. About the only exceptions were a few advanced students doing graduate and postgraduate work in the colleges and universities. But today the picture is different. Scattered studies reveal that perhaps 15 to 20 per cent of all *undergraduate* college students are now married and that the practice is rapidly filtering down to the high school level.

Consider, for example, these findings—which may be somewhat typical—from a recent study of senior high schools in California. Of the 205 schools studied, 90 per cent reported one or more student marriages

during a one-year period. Nearly ten times as many girls had married as had boys, and most of those girls married out-of-school youths. Most of the marrying boys, however, had teamed up with girls still in school. The percentages of married students increased with each year in school. Among girls, 2.4 per cent of the sophomore class were married; 4.0 per cent of the junior class; and 5.7 per cent of the senior class. Nearly three fourths of the girls dropped out of school following their marriage as contrasted with very few of the married boys.

This high drop-out rate for girls may have been encouraged by the ill-defined and rather negative attitudes of some school officials toward student marriages. Many administrators have the fear (probably unfounded) that married students will talk about marital sexual experiences to unmarried students. Then, too, when a student wife becomes pregnant she is frequently requested or pressured to withdraw. If more schools offered effective courses in family life education, they could help prepare youngsters for the future and prevent some premature and usually ill-advised marriages. But too many of our high schools make only halfhearted efforts—or no attempts at all—in that direction.

It is natural for parents, teachers, school officials, and others to worry over today's wave of teen-age

*This is the eighth article in the 1957-58  
study program on adolescence.*

**HAROLD T. CHRISTENSEN**

# Young Marriages?

marriages. But is their worry well founded? The answer is *yes*—though, as will be shown, we need to move from the unproductive level of mere worry to that of seeking to understand and solve the problem.

Virtually all the research shows lower marital-happiness scores and higher divorce rates for those who marry quite young. Statistically speaking, the best time for marriage seems to be the early and middle twenties, not the late teens. There are at least three good reasons for this.

### **In Defense of Deferment**

In the first place, teen-agers are not usually mature enough, in their emotions and judgment, for marriage. They are likely to choose their mates impetuously and to be nervous and unsure in their later adjustments. As a result they make very unstable husbands, wives, and parents. Moreover, pediatricians testify that the extremely young mother is most likely to be tense and anxious about motherhood and then to transfer this insecurity to the child.

Second, the younger a couple are at marriage, the shorter, generally speaking, has been their courtship—which means that there wasn't time to test the relationship and to prepare for the marriage. In other words, the relationship itself suffers from immaturity.

In the third place, it is likely that the circum-

stances may not be right. The boy and girl may not have finished school. He may still be facing his period of military service. Or the two of them may be unprepared in other ways to assume the social and economic responsibilities that marriage normally entails. These are reality factors outside the individual and outside the relationship. Because of them it seems likely that, given the same degree of maturity and involvement, success in marriage will be more probable at ages twenty-one to twenty-five than, say, at ages fourteen to eighteen.

Of course there are exceptions. Some couples who marry early do achieve real happiness, just as certain of those who wait longer do fail. Age in itself is not the primary consideration. But since many young people are, by virtue of their youth, immature, the chances of failure are greater in very youthful marriages.

It is probably no accident that the increasing divorce rate in the United States is paralleled by a decreasing age at marriage. The causes of divorce are many, to be sure, but marrying too young is definitely one of them.

### **Why the Rush into Matrimony?**

Reasons for a trend toward youthful marriage seem to group themselves into three large clusters, which it may be worthwhile to examine.

There is the increasing *encouragement from contemporary culture*. Many of today's musical, literary, and dramatic presentations are designed to stimulate romantic and sexual interests. In consequence, marriage is made to appear as something glamorous, the



© H. Armstrong Roberts

answer to all problems. This unrealistic overvaluation gives rise to early and steady dating, which can lead to emotional and sexual involvement and eventually to premature marriage. Indeed growing-up has been so speeded up that in this modern day young people are permitted and even expected to do many things formerly reserved for adults. Going steady and getting married tend to fall in this category. They are avenues by which the youngster comes to feel that he can demonstrate his maturity and gain adult status. Finally, early dating, going steady, and marriage are "the style" today. Many teen-agers follow this course not because they particularly want to but because of social pressure—because it is "the thing to do."

Youthful marriages are, in part, a reflection of the *insecurities of our time*. The rapid tempo of living, the confusion arising from a complex and changing culture, the tensions of modern war—hot or cold—all tend to propel young people in the direction of steady dating and then marriage. Having less to cling to in the culture they cling more to each other. Not far from central in all of this are the interruptions of military service and the almost constant threat of war.

Equally important is the growing number of unsettled and broken homes, which may leave children feeling rejected and "so alone." Also, along with the increasing divorce rate has come an increasing irresponsibility and laxness on the part of parents toward the care and guidance of their children. And parental rejection or abuse, real or imagined, tends to drive children out of the home. It is the insecure and unhappy youngster who is most apt to turn to marriage as an escape. Unfortunately this kind of marriage is often without a solid foundation, so that the same unfavorable conditions are passed on to the next generation.

### No Need for a Nest Egg

Another reason for the rush into matrimony is that the *economic risk is smaller* today than it was in earlier generations. This country has enjoyed two full decades of prosperity, with a constantly rising standard of living, and most young people now find it easier to get jobs that pay well. More and more women are working, and the "two-job family" emerges as the norm, especially for the period immediately after marriage. Among many young couples it is customary for both husband and wife to work until they get established; hence lack of financial preparation is less of a deterrent to an early marriage.

Parents, too, often lessen the economic risk by their willingness to help support the young couple for a while after marriage, especially if the boy and girl are still in school. Along with this, social security

under government sponsorship has reduced many of the economic risks inherent in marrying and rearing a family.

Related to these three social trends is the ever present and perhaps increasing phenomenon of pre-marital pregnancy. Some girls get married, or do so sooner than they otherwise would, because they find themselves pregnant. My own research has demonstrated that early marriages are associated with abnormally high rates of both premarital pregnancy and divorce.

### The Path of Best Resistance

The \$64,000 question, of course, is "What can be done about it all?" There is no easy answer. Perhaps part of the answer is for us to understand what is happening so that we can be tolerant and somewhat philosophic about the matter. There are fashions in dating and marriage as well as in dress, and these change from time to time. There is no point in taking a completely hostile position or in being continually miserable about what cannot be changed.

But this does not mean that we must be fatalistic and make no attempt to steer youth into a wiser course. With an understanding of the social currents of our times, parents, teachers, and others can do much to shape the features in the environment that influence behavior. As citizens they can work for such things as community betterment and world peace. As teachers they can impart the insight and impetus necessary for control. And as parents they can make their children feel secure, loved, and happy.

In the end it all boils down to the necessity for doing a better job of *family life education*—in the home largely by example and in the school largely by instruction. It must be an education that not only imparts facts but shapes attitudes, that builds values and provides incentives. And it must be an education that comes early enough to do some good, starting in elementary school and continuing through college.

If we are worrying about high school marriages, why not start by initiating good family life education at the high school level? This would have two desirable results: It would delay or prevent many of the early marriages now taking place; and to those few youthful marriages that are probably bound to occur in any event—human nature being what it is—it would give a better foundation.

---

Harold T. Christensen, professor of sociology and family life at Purdue University, has five children of his own to complete his background for his significant work. Dr. Christensen has been spending the year studying the marriage and family systems of Denmark and Scandinavia. A new edition of his outstanding book, *Marriage Analysis*, is just off the press.



# Time Out for Teaching

© H. Armstrong Roberts

THOMAS D. MacOWAN

LET'S FACE IT; the teacher shortage is still acute. In the school year of 1955-56 the public elementary and secondary schools lacked 141,300 qualified teachers. In 1956 the state of Texas alone had seven vacancies for every college student graduating with a teaching license. With this shortage it seems only reasonable that our teachers' time and energy should be conserved and their abilities used on their most important task—that of educating our children.

Instead, throughout the country, communities are making increasing demands on their teachers' valuable time. Teachers are expected to supervise and conduct community drives, promote the activities of adult clubs and organizations, and furnish entertaining programs for meetings. People apparently do not realize that by making these demands they are actually robbing children of their teachers' time—time that could better be devoted to teaching, which is, or should be, the primary job of the teachers.

Let me be specific. A recent survey of the public secondary schools of Indiana showed that in a single year schools were asked to participate in the fund-raising drives of eighteen state and national health and charitable organizations. You would know the organizations if I named them. They support research, provide training for personnel, help individuals stricken by illness, disaster, misfortune, or handi-

caps, and carry on other valuable and humane services. They are organizations that you and I believe in and support with contributions of money and time. While local drives were not on the survey, the sponsors and promoters of these also requested help from the pupils. Funds for a new wing for the local hospital, a new community hall, a new recreation area and baseball diamond were collected in several communities. In many cases the brunt of the drives was carried by busy teachers!

In addition, organizations and individuals asked students to participate in one hundred and thirty-four other activities. These included public speaking contests, music contests and festivals, poster contests, and agricultural judging contests. As if this were not enough, schools were also requested to sell garden seeds, to serve as collecting agents for insurance companies, to solicit magazine subscriptions, and to be vendors of greeting cards, novelties, and soda pop. Student councils and pep clubs entered the clothing business and sold cheering jackets, beanies, class sweaters, pencils, and school emblems to fellow students.

How much teacher time do these activities eat up? Take a look at a typical fund drive. Every day for approximately three weeks the teacher reminds pupils they can give to the fund by depositing a con-



**The classroom clock ticks. The minutes slip away.**  
**On what were they spent? Your community**  
**may be surprised at the outlay of school time**  
**on nonschool activities.**

tribution in the big receptacle on the table under the front window. Each night the teacher warily totes the container to the principal's office to be locked up or leaves it in her room, taking a chance that no one will break in and steal the money before morning.

The drive may be complicated by a contest between grades or classes. If so, the teacher counts the cash each night to keep the tally up to date. She may have to mark a chart or thermometer to show the progress of her class toward a set goal.

To spur competition, the students may hold a "battle of the sexes" to determine whether the boys or the girls contribute most. This, of course, means two receptacles and two money counts, and invariably terminates with the losers treating the winners. The treat offers the class an excuse to "throw a party," using more school time. (Incidentally the cost of the treat may be equal to the contribution!)

Essay contests are especially heavy consumers of teachers' and students' time. A local service club convinces the school faculty that every student should write an essay on a given topic having to do with citizenship. The winning essays will be selected by the class sponsors.

True, the contest offers students an opportunity to improve their written expression and gives them an incentive to increase their appreciation of our heritage. But it also presents problems for the teacher. She must somehow corral the interest of every student, a nearly impossible task. Explaining the rules of the contest and clarifying the topic takes time. Correcting and revising the essays takes time—class time that had been allotted to other work. In our crowded courses whenever we add something new, something else must come out.

#### Unscheduled Overtime

Finally the teacher must use many hours of so-called free time selecting the best paper. She may also have to prepare and give a speech presenting the award.

There are not only local contests but state and national ones. Off the top of my head I could name at least a dozen essay contests offered by national organizations. And essay contests are not the only type of talent the organizations wish to promote. There are also innumerable poster contests, national and local. To curtail the swelling number of these

activities the National Association of Secondary-School Principals shortly before World War II established a National Contests Committee, which set up contest criteria. In 1943 four contests were approved. In 1956 fifty-seven contests and twelve other activities met the standards. Organizations that want contests are bright enough to devise competitions that fit the requirements.

In most contests participation does not mean that the student misses school. Usually the entries are originated and developed during class time, and only the winners are absent from school to go on to state or national contests. But there are some activities that take children and their teachers from school for an entire day, sometimes longer.

Agricultural judging contests in small rural schools are an example. Although some communities hold these contests on Saturday or at night, in other places the agriculture teacher and the participating students miss a whole school day. If this happened only once a year, it wouldn't be so bad, but often the same students are selected to compete time after time. Moreover, in small rural schools the agriculture teacher frequently teaches biology or other subjects, so students in these subjects are also robbed of their scheduled classes.

The agricultural contest is not the only offender, of course. There are music, debate, and speech contests too. Because every school wants a winner or a "first" rating, teachers are often compelled to spend many hours preparing the contestants, while the rest of the students are given busy work. Unfortunately they are usually the ones who most need guidance and help; the outstanding students have probably been selected to represent the school.

#### Fringe Benefits

Students are also asked to perform skits, give demonstrations, present musical numbers, and make speeches to various organizations. More and more often bands are expected to march, choruses to sing, and drama clubs to act. Each request is made in the firm belief that the experience is good for the student. It may be, but again regular classes are too often ignored or neglected.

If these activities were merely offered to the school as a service, principals and teachers could select the number and types really desired by the school. The sole criterion for school participation would be educational value, and there would be no problem. But this is not the situation. There are pressures, first from one organization, then from another. The Indiana survey revealed that in the judgment of principals 30 per cent of all drives could not be refused without possible repercussions.

The pressures are various. For example, Mr. Jones, the principal, is approached by Mrs. Wilson, who holds office in half a dozen prominent organizations.

In fact she is the guiding light of nearly every group in town. "I hate to bother you, Mr. Jones," says Mrs. Wilson, "but our sorority is sponsoring a drive for a new swimming pool at the city park, and we want every student to write an essay on 'What a Swimming Pool Will Mean to Me.' I thought the teachers could have the students write during home-room period, and then each teacher can select the winner. We would have the best one from each room published in the newspaper."

### Delicate Decisions

Mr. Jones knows that home-room periods are fully scheduled with class meetings, testing programs, and counseling. But he also knows there will be no bleachers for the stadium without Mrs. Wilson's support. He remembers how her crusading was a major factor in the passage of the school bond issue. Words of refusal freeze in his throat. "We'll do what we can," he promises.

So it goes. The school is part of the community and depends on community support. Public relations are important.

The public has given various reasons for asking the help of the school in these activities. For one thing, they say that the drives would not be successful without the help of the school. What they do not seem to realize is that it may have the exact opposite effect. In a well-organized drive, Father contributes to the office fund, and Mother gives not only through her organizations but also to the house-to-house canvass. If the family budgets its contributions, the amount left for the school collection is probably meager.

Actually the taxpayer loses money by school participation in fund drives. Remember, taxpayers pay for the teachers' time spent on drives and on other organization activities. Even a conservative estimate of fifteen minutes a day devoted to these tasks amounts to more than 4 per cent of her school time. On a ten-year basis this is nearly one entire semester, paid for out of tax money, with little teaching value received.

The problem of school participation in these projects concerns everyone—teachers, students, parents, and taxpayers who have no children. The public gets what it demands from and for the schools. It has demanded school participation in these various activities at a time when there are too few teachers to guide effectively the pertinent work of the classroom.

Nor is this the whole of the problem. In the next ten years we shall need 800,000 new elementary school teachers and 750,000 additional high school teachers. Even with increased enrollments the universities and colleges cannot possibly prepare this many—and statistics show that one third of all graduates with teaching licenses never teach. In the face of this alarming prospect, does the public dare to

complicate the shortage by continuing to place extra duties on the schools?

In spite of this bleak picture, the situation is not hopeless. For example, one of the organizations in a town in New York State requested that the high school participate in a state-wide essay contest. The principal refused, saying that it would take too much of his teachers' time. He held a conference with officers of the organization. As a result these members conceded that his viewpoint was not unreasonable and withdrew their request for the contest.

This attack on the problem could be followed by all organizations and school personnel. A joint reappraisal of such outside activities is very desirable. There are some values in such projects, and these values should be retained. However, the public must realize that the primary function of the school is educating our children and that teachers must be allowed to decide just how the task can be accomplished most effectively.

What practical first steps can we take? Here are some suggestions:

1. Find out if your school board has a written policy concerning the school's participation in activities fostered by organizations that are primarily non-school groups. If there is no such policy, work for one, so that school administrators and teachers do not have to make all the decisions.

2. Join and be an active member of your school's unit of the National Congress of Parents and Teachers. Support the Congress policy of helping the schools, not making more work for them. Often the P.T.A. assists with all health and welfare drives, so that no demands are made on teachers' time.

3. Make certain that service clubs and other organizations to which you belong do not pressure the school to take part in their projects or supply programs for their meetings.

4. As a parent, adopt a sane attitude toward school activities. Insist that your children participate only in those that are of educational value for them.

5. Make it a point to become acquainted with the teachers in your school, and offer your help in activities that have value for your children. Above all, be loyal to your school, and let your teachers know you appreciate their work.

The day is past when we dare ask, "What can we get the school to do for us?" Now the question is: "What can we do for the school so that the teachers will have time to teach?"

---

*Thomas D. MacOwan, associate professor of education at West Texas State College, has had an interestingly varied career as principal, coach, and teacher in the public schools of Indiana. For three years Dr. MacOwan served in the U.S. Navy as instructor in aerial navigation.*



# Self- Confidence

EDITH G. NEISER

© Northmann from Monkmeyer

"I GUESS MAYBE I CAN DO IT." "Let me help. I know how."

These phrases on the lips of sturdy youngsters embody values that our world cherishes. In our eagerness to institute crash programs in the sciences or to make our children impervious to various forms of brain washing, we dare not overlook the fact that self-confidence is basic to achievement. If a girl or boy is to learn—yes, even to develop healthily—he must have faith in himself. How he will fare in later life may depend largely on whether that confidence is well established in the early years.

Faith in oneself starts with the feeling "I am all right." A baby absorbs that feeling from his parents' attitudes toward him long before he can understand words. His mother's smile and gentle handling tell him that she is willing to make him comfortable. If moments of discomfort do not too sharply and too often outweigh contented times, the baby becomes, in the literal sense, comfortable with himself.

As baby grows into toddler, his parents' expressions of affection let him know they like him and accept him, most of the time, as he is. Being comfortable with himself, then, equals liking himself. The little boy who repeatedly hears and feels that his parents

would have preferred a girl, or the girl who gets the impression that her parents regret she is not blonde, as her sisters are, feels less sure of being "all right."

A mother who before her marriage had had experience in a nursery school for disturbed children was determined to give her daughter the right start. She made the apartment as "toddler-proof" as possible when Gloria started to walk. Her neighbors said she was spoiling the little girl by putting temptations out of her reach, but this wise mother answered, "Even though we've put away most things that she could break or that might hurt her, she is still having to take 'No' for an answer often enough. I've seen too many children who hear nothing but 'Don't do that' and 'Stop it' all day long until they think everything they do is bad. They are afraid to try anything, and it's a long, uphill drag to give them confidence."

Some limits, of course, are necessary, but self-confidence feeds on the conviction (though small children cannot put it into words) that everything you want to do will not bring disapproval. We can provide as safe a setting as possible for a toddler's experiments in getting up and down, back and forth, and exploring his surroundings. When we do this the necessary

One little boy may spend an afternoon constructing  
a rocket to reach the moon. Another can't  
even tie his own shoe. How can we give them both  
the self-assurance to go ahead—  
and yet spare them the bitterness  
of defeat?

# To Grow On

*This is the eighth article in  
the 1957-58 study program on  
the preschool child.*

restrictions will not sap his faith in his own innate worth.

Small children thrive on opportunities to act independently and try out their powers. It is worth taking the extra time to let Johnny conquer the intricacies of zippers, to allow Susie to discover how to get a spoon from dish to mouth, to let Ray manipulate soap and washcloth. When "Do it all self" and "I help Mommee" become the child's theme songs, his development is usually going well. If a mother can plan her time—or keep it sufficiently unplanned—so that routines need not always be rushed and helpfulness is welcomed, her child learns more than mere dexterity. He gains confidence that has far-reaching effects on his own ability to tackle a task.

## How Good Is Good?

When children want to dress themselves, dry dishes, or make a bed—in their own fashion—parents often begin to wonder about standards. If they accept a sloppy job now will the child ever learn the correct way? Parents like Mrs. Greene are particularly bothered by this problem. She had been brought up by a perfectionist mother, and it actually pained her to see one of her children putting a sweater on wrong side out or placing knives and forks on the table all askew. "If a thing's worth doing, it's worth doing well." "Better let me do that. You're too clumsy." Her eldest daughter heard these comments constantly throughout childhood. This girl grew up to be so lacking in confidence in herself that she suffered deeply all her life. As a young girl and as a

woman she was afraid to undertake anything beyond the most familiar routines. If she did bring herself to engage in a new project she went into a state of panic and frequently fell ill before it was completed. Her mother's unduly high standards interfered with her acquiring that emotional poise which comes from knowing within oneself, "When the time comes to do this, I'll be able to see it through."

The two-, three-, or four-year-old gains confidence from the feeling that he can carry out a task by himself, regardless of how well (from the parent's point of view) he does it. Finer points and techniques can come later, when muscular coordination and powers of concentration are more highly developed. Right now we can tell Jimmie, "This is good, but some day you will do even better." What if he spills most of the spoonful of cereal over himself, his high-chair tray, and even the floor? Some minute fragments did after all reach port. This was a successful voyage for Jimmie!

## "Sure, I Can Do It!"

Every human being has a mental picture of himself—the kind of person he believes himself to be. This picture, formed in his early years from the attitudes of his parents and his brothers and sisters toward him, he tends to live up to. If a child is to picture himself as a competent person, capable of winning approval and of being liked, he needs encouragement. He may need a little or a lot, depending on the kind of child he is. Children differ in the amount of support they require in order to feel sure of themselves.

Some seem to starve emotionally unless they have generous portions of encouragement. Others can get along on slimmer fare.

"Of course you can do it." "You've done harder things than this before." Such an approach, rather than extravagant praise that a child knows is false, nourishes his budding self-confidence by strengthening his image of himself as a reliable, useful person.

Confidence grows as a boy or girl masters new accomplishments. Those that give him a sense of being able to manage himself in space (just the space immediately around him—thank you!) and at the same time improve his standing with his contemporaries are especially heartening to him. For instance, when Bobby finally learned to ride his tricycle at the age of three and a half, his parents saw a change in his entire bearing. Before that, he had been timid and tearful when a new situation presented itself. Now he seemed ready to try anything—and pretty sure he'd make a go of it, too.

For painfully shy Nora, five-and-a-half, learning to swim was a turning point in her young life. After that summer she took her place with the children in the neighborhood, defended her rights, and willingly went to other homes to play.

Since it takes self-confidence to learn to ride a bicycle, swim, roller skate, climb, and swing on a jungle gym or to carry on any of the vigorous activities preschool children usually delight in, the timid child is often caught in a vicious circle. His parents are perplexed, too. They don't want to push him and heighten his sense of failure, yet they are eager to see him take hold and learn to play with the other boys and girls.

This youngster may need to progress more slowly than his fellows. If he makes the simplest advance we may be well satisfied. Maybe a bicycle or even a tricycle seems, in all senses of the phrase, too dizzy a height for him. In that case an automobile or fire engine—the kind he can sit in—may be what he needs to help him learn the art of steering and pedaling.

Little Kathy, aged five, would not climb the jungle gym her brother and sister had enjoyed at her age. So her father rigged up a plank with one end resting on a carpenter's saw horse and the other end on the ground, and she happily played on that. When he raised the lower end of the plank to rest on a strong wooden box, Kathy enjoyed balancing herself as she walked across. She was six years old before she ventured to the top of the jungle gym—but she made it! The walking board, built by understanding parents to suit her own amount of courage and coordination, gave her a chance to gain confidence slowly but surely.

Inevitably a small child encounters minor mishaps. He breaks a dish, spills his milk, picks a bouquet of stemless flowers for his mother, or gets the wrong number when he tries to call his father on the tele-

phone. He may be momentarily discouraged, but if such mistakes are treated casually by the adults around him, he will tend to bounce back. He finds that everybody falls short at times but that grownups will stand by and help him learn better ways. Thus small failures can even be educational.

The spacing of disappointments and setbacks, however, is important. Continual, humiliating defeat of course undermines self-confidence. At the same time overprotecting a youngster so that he doesn't know his own limitations is equally undesirable. Everyone lives through both success and failure and has to learn to cope with both. This is the approach that makes for a self-confidence based on the real facts.

### **A Trying Time Is a Time for Trying**

Betsy's mother decided that her daughter was learning to deal with failure when she overheard the child say to her doll, "Happens to everybody. Next time you do this way. You'll see it will be much better!" Betsy had not only learned that a fresh start is the answer to past failures; she had gained rather than lost self-confidence by discovering that one usually gets a chance to try again.

The example of mothers and fathers who have resiliency and self-assurance, who are not crushed by setbacks or too dependent on the good opinion of others, is invaluable. The small boy or girl who has watched his parents tackle their problems energetically and boldly tends to absorb that same attitude. When faced with difficulties of his own, he imitates their ways of coping with problems. If he has good reason to believe they have confidence in themselves, his own self-confidence is reinforced.

Does buoyant self-confidence make a child conceited? Unless he has deliberately been given an exaggerated idea of his own abilities, there is slight danger that his self-assurance will make him objectionably boastful. It is the braggart who is more likely to be beset by a gnawing sense of inadequacy. Watch the children in your back yard. Ordinarily the radiant, confident ones won't claim to be bigger than Superman or fiercer than giants. All small children sometimes brag, but usually it is when they are least, not most, in command of a situation.

As you watch your children, listen to them. If you hear them say, on most occasions, things like "This is new, but it may be nice"; "O.K., let's try it"; "I think I can find a way to do it," you may be satisfied that they are acquiring self-confidence to grow on.

---

*Edith G. Neisser, child guidance specialist, has written many helpful books for parents. Her latest, The Eldest Child, is as valuable as her earlier work, Brothers and Sisters, and the widely read pamphlet, How To Be a Good Mother-in-Law and Grandmother.*



# MUTUAL AID AND PEACE

PRESIDENT DWIGHT D. EISENHOWER

**Americans have always liked to know what they are paying for and why. In a speech before the recent bipartisan conference on foreign aid, President Eisenhower told twelve hundred civic, church, and educational leaders just what mutual security involves, what it costs, and why its programs are "iron imperatives" for peace. Following are excerpts from the President's address.**

FOR THE PAST FOUR DECADES the primary goal of American foreign policy—overriding all others—has been to bring about a peace in which every nation may confidently progress, each in its own way, toward a better life for all its people.

The methods we use in working for this kind of peace are many and varied. They include day-to-day diplomacy, talks with heads of friendly governments, tireless efforts to work out amicably the clashes of interest that naturally arise even among friends. They include building the mechanisms of peace, such as treaties of friendship and the United Nations. They involve the effort to take specific steps toward peace, among them satisfactory disarmament plans. They include information activities, cultural programs, educational exchanges, and promotion of mutually profitable foreign trade. And they involve the program of mutual security.

It is with this last item that I shall principally deal. It is my conviction that, urgent as the outlay for our own missiles and other modern weapons may be, a strong program of military and economic aid is equally urgent.

What the ostrich-like opponents of mutual security seem to be saying is "Billions for armament, but not one cent for peace!" Let's get away from sloganizing, and look at facts.

## What Is the Mutual Security Program?

Mutual aid is of two kinds, military and economic. Of these the military side is much the larger. In our request for 1959, the sum needed for direct military assistance to others is 1,800,000,000 dollars. "Defense support," which is the financial assistance we give certain countries in order to help them maintain necessary military forces, accounts for another 830,000,000 dollars.

The military strength maintained by these friend-

ly countries is as necessary to our security as it is to theirs. Moreover, the unit costs in sustaining this allied power are far less than in producing similar strength from our own resources. If we should attempt to do the whole task ourselves our over-all costs would go up at an appalling rate. The number of young men inducted into our armed forces would be sharply increased.

But having provided, with the cooperation of our friends, for safety against military assault, we face only a bleak future of indefinite support of huge armaments unless we get on with the constructive work of peace. One of the major tools available to us . . . is economic aid.

Economic and technical aid totals 1,300,000,000 dollars—about half of what we spend for the military portions of the program. The larger part of this activity falls under three headings:

One is *technical assistance*. Often these countries have the needed funds and labor and determination to carry out splendid development programs . . . in irrigation, agriculture, roads, dams, health projects, schools, and industry. Our small investment in providing the special skills of our experts supplies the necessary spark to release all this creative energy.

Another major part of economic aid is *loans*. Many of the newly developing countries cannot, in the early stages, borrow money from investors or banks. The new development loan fund will tide them over this difficult period. . . .

Still another category is called *special assistance*. This includes, among other things, grants where loan repayment would be impossible.

## What Good Has Our Mutual Aid Done?

Mutual aid has repeatedly played a major part in keeping free-world countries from losing their freedom. It has thwarted the Communist hope of

encircling and isolating us by taking over vulnerable smaller countries.

Consider Greece, in the winter of 1947. Some thirty thousand Communist guerrillas, financed from foreign sources, had seized control of large parts of the country. The government did not have the resources to strengthen either its small, poorly equipped forces or the crumbling economy. At that point, under the Truman doctrine, United States economic and military aid went to work. With its help, by the fall of 1949 the number of guerrillas was reduced to less than a thousand and later wiped out altogether. And during the years that followed, the tottering economy was restored to prewar levels. The result: freedom saved in a crucial sector. [President Eisenhower cited several other examples.]

As our mutual aid programs have shifted from meeting postwar emergencies to building the long-range basis for peace, the scene of operations has shifted. Our technical and economic aid is now concentrated heavily in the newly developing countries of Asia and Africa. Throughout large parts of these continents, vast reserves of human energy are opening up. . . . Is this tremendous force to become funneled into violence, rioting destruction of orderly government, and Communist exploitation? Or will this force be channeled into producing better education, wider sharing of prosperity, improved health and living standards, and greater freedom, self-determination, and self-respect? Is our goal a just and permanent peace, or is it just a precarious security built on arms alone?

#### **What Is the Present Function of Mutual Aid?**

If you wonder why there is so much restlessness in such places as the Middle East, South Asia, and the Far East, look at a single figure. Over a large part of this area, the average individual has twenty cents a day to live on.

Some ask, "Hasn't this been true for centuries? Why, then, is it suddenly such a problem?"

One reason is that most of the countries involved have recently become independent. The world has seen twenty new countries born since World War II. With independence and with greater knowledge of the outside world there has been a new hope and a new determination to have a better life.

In these countries the trained Communist agent is always present, trying to make Communist capital out of this normal and healthy dissatisfaction with needless poverty.

In the last few years the Communists have added a new technique. Blocked in their efforts to use military force for expansion, they have turned to offers of economic loans and credits—and this in spite of their own low standard of living at home.

There is a vast difference, however, between the purpose of Russian loans and credits and the pur-

pose of our economic aid. The Soviet Union wants to gain economic, and ultimately political, control of the countries she pretends to help. We, on the other hand, want these countries to stand on their own feet as proud, robust friends and partners with whom we can live in mutual respect.

While economic aid undeniably helps other nations, it likewise strengthens our own security and economic position. Asia, for example, supplies five sixths of the world's rubber and half of its tin. Moreover, the countries principally concerned represent the greatest potential market for future trade relations. Already they are buying five times as much from us as in 1938.

If anyone, then, wants to judge this entire program only on a "what's-in-it-for-me" basis, he can find all the justification he needs. But beyond this, if others want to add another element, "Do unto others as you would have them do unto you," I see no reason to apologize for acknowledging this kind of motive.

Of course, in the last analysis the success of our efforts for peace depends heavily on our relations with the Soviet Union. We urgently want these relations improved. We have urged that orderly preparatory discussions be undertaken to lay the groundwork for a productive high-level conference. A start has been made toward increased exchanges of peoples and ideas, through an agreement in principle recently concluded in Washington.

A greatly increased flow, in both directions, of leaders of thought in the two countries would be productive in making the voices of our two peoples more influential than are the pronouncements of governments. In line with this thought I suggested, in a recent letter, that visits to us by such non-governmental Soviet leaders would be welcomed.

Another American proposal is that—beginning, perhaps, with cooperative projects aimed at conquering major diseases—we might embark upon a broad program of science for peace. . . . Moreover, our country proposes that we seek without delay to work out practical mechanisms to ensure that outer space will be devoted only to peaceful uses.

In conclusion, my fellow Americans, the action I would like to ask of you is simple. It is your fullest support of the pending programs of mutual military and economic aid.

Success in these fields, as always in a democracy, depends on you. It depends on the fullest understanding by every American of the importance of these programs to our country as well as an understanding of the hopes and needs and views of our friends overseas. It depends not only on what we are willing to give but on what we are willing to receive and learn from others. It depends on our realization of the indispensable role played by mutual aid to produce a safe and peaceful world.



## WORTH A TRY

### Heartfelt Warning

People with heart disease who are on sodium-restricted diets should read the fine print on the labels of the food they buy. Food identified on the label as salt-free may contain some other sodium compound such as baking powder, baking soda, brine, monosodium glutamate, sodium benzoate, or other compounds. Certain medicines also contain sodium, and patients should check with their physicians before using any unprescribed medicine, even a headache or cough remedy or a laxative of any kind.

### Cautions for Junior Rocketeers

Teen-age interest in rockets and missiles has skyrocketed in recent months, and rocket-firing clubs are springing up all over the country. Encouraging? Yes, but worrisome too. For rockets are tricky; they may take unexpected, erratic courses, or explode. Therefore, warn the scientists, teen-age rocket clubs need the careful supervision of a qualified adult. The American Rocket Society plans to offer help to seventeen thousand science clubs and high schools in organizing safety-conscious rocket and missile clubs. Some military bases provide launching sites and supervision for junior rocketeers.

### A City Watches Its Weight

Alarmed by estimates that more than 20 per cent of the city's seven hundred thousand residents were overweight, the Dallas County Medical Society decided to sponsor a campaign to educate citizens about the dangers of obesity. Hotels, theaters, and drugstores joined with newspapers and TV and radio stations to spread the message: "Overweight is a medical problem—see your doctor." The "Dallas Fights Its Waistline" program is the first city-wide project of its kind. Already other large cities, among them Louisville and Buffalo, plan similar campaigns.

### Justice Done the Law

The President of the United States has designated May 1, 1958, as Law Day U.S.A.—"a day of national dedication to the principle of government under laws." He has called upon Americans to observe the occasion with appropriate ceremonies and activities. A useful handbook of suggestions and information, including messages from national leaders, has been designed to help state and local groups plan special programs for the observance. For a copy (it's free) write the American Bar Association, 1155 East Sixtieth Street, Chicago 37, Illinois.

In the words of Mrs. Rollin Brown, president of the National Congress of Parents and Teachers, "It is fitting indeed that there should be a 'Law Day U.S.A.' . . . Today especially, when two widely differing ideologies are aspiring to the moon, it is incumbent upon us to demonstrate our belief that law and human progress are inseparable. . . . To keep American jurisprudence the organic, growing thing that it is, we shall do our utmost to instill in children a durable respect for law."

### Cold Comfort

Everyone has his own ideas on how to treat a cold, but the Common Cold Foundation reports that there are many misconceptions about man's most common ailment. For instance, sitting in a draft or getting your feet wet never causes a cold. But it can lower your resistance, as can poor nutrition and overfatigue. The only way you can really catch a cold is by direct contact with a person who has one, and even then your chances of coming down with a cold are only one in nine. As for the old adage, "Feed a cold and starve a fever," let your appetite be your guide. If you have a fever with your cold, go to bed and let your body rest. But if your temperature is normal you can carry on as usual.

### Sure-Fire Lure

"How can we attract more men teachers to our schools?" the board of education for Hinsdale and Clarendon Hills, Illinois, wondered. Then it hit upon a happy thought. It bought a group of trim frame houses and made them available at reasonable rents to faculty men with families.

### Spring Planting

Teeth, tonsils, glasses, vaccinations, polio shots, clothing, lunch buckets—there are so many details to take care of before Johnny or Sally starts school in the fall! To help parents remember everything that needs to be done, the Cumberland Valley Joint School System in Pennsylvania holds a spring institute for parents of beginners. After this briefing, parents are given a chance to ask some of the questions that bother them—questions like: "Shall we teach him the alphabet?" "What is reading readiness?" "Can he bring his reader home?"

### Clear Road Ahead

Drivers in California will be looking through windshields uncluttered by baby shoes, dolls, or humorous stickers—now that a law has declared such ornaments illegal in that state. The law prohibits driving a motor vehicle on a highway with any object placed so as to obstruct the driver's clear view through the windshield.

### Latest Thing in Mouse Bait

Contrary to popular belief, the house mouse rarely eats cheese when it has its choice of delicacies, researchers have found. But it really goes for rolled oats. So try baiting your trap with this food, and save the cheese for Welsh rarebits. Since mice are most active between eight and nine p.m., it's best to set mousetraps early in the evening.

# BETTER MOVIES FOR YOUR CHILDREN

Does your town offer young movie-goers the most healthful fan fare? Here's how one community brings good films to its children.

## FRANK H. HAYMAKER

HOW MANY TIMES have you asked yourself, "Why can't my youngsters see some *good* movies once in a while?"

Well, they can. All it takes on your part is a little imagination and some hard work. The answer to the problem is a children's film society, which, as a non-profit community organization, can draw on the countless libraries of 16-millimeter films in this country. There are literally thousands of films in these libraries, many of them of high interest and educational value to children.

How to start such an enterprise? Here's the way we did it. We decided to pattern it after one of the many adult community film societies that have been established throughout America. These societies have a membership fee, generally payable either annually or by the season. The fund thus established pays for film rental and other operating costs. The members are admitted to showings by card only. As nonprofit organizations, not charging door admission, the societies qualify to rent films from almost all 16mm rental agencies.

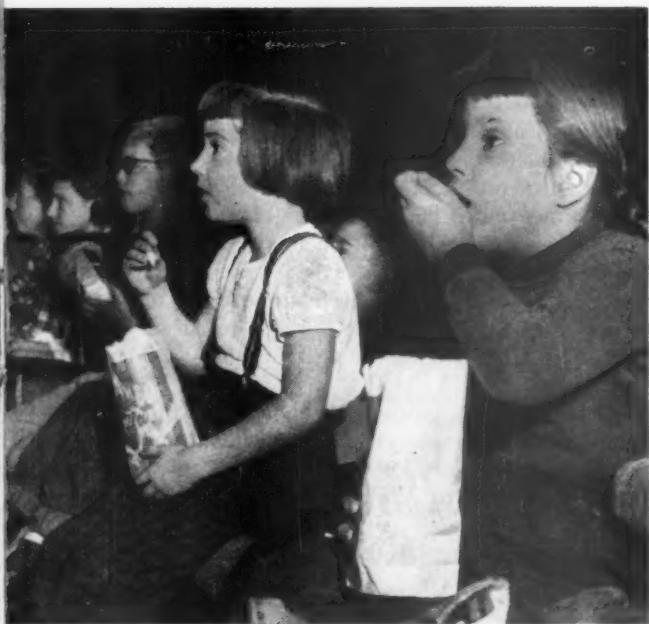
An adult society of this kind had already been formed in our community (population twelve thousand) and had been operating successfully for some time. Hence it didn't take much scouting around to find parents who thought a children's society might click. We put an announcement in the paper, stating that a meeting would be held on Thursday night in the high school library. From this meeting sprang an

organization of 750 youngsters, ranging in age from four to twelve, with an attendance at film showings of about 450. They get more than an hour of the best of film entertainment—all for six cents apiece.

We can take no particular credit for such success. We did work hard, and we handled our publicity to fair advantage. With the excellent cooperation of our local P.T.A., school officials, teachers, interested parents, and the newspaper, we conducted a fairly aggressive membership campaign. But the real reason for the success of the idea is that such an organization is a "natural." The demand was there; only action was needed. And that is probably all that is needed in *your* community.

### Use the Grapevine

Perhaps the best way to get the ball rolling is, first, to discuss the idea over the back fence with the more likely of your neighbors. You'll be surprised at their interest. Ask them to pass the word around town—like a verbal chain-letter—and let the idea percolate for about a month. Then type a half-dozen copies of a petition setting forth your objectives and asking for the signatures of interested parents—likewise the number of children they have who would probably attend. Hand a copy of it to four or five of your stalwarts, and have them circulate it among their business or social acquaintances. Give them a rough idea of what you can reasonably expect to offer—say a seventy-five-minute show every month during the



© A. Devaney, Inc., N.Y.

school year, including mixed short dramatic or educational features, nature films, and cartoons of good quality. Also give them an estimate of the cost of membership. (A good blanket guess for 150 children is two dollars each.)

Once you have a list of signatures you can plan your program. Film rentals for a seventy-five-minute show, with about half black-and-white and half color films, will average about twenty dollars. Add ten dollars a show for projectionist and incidental costs and you have thirty dollars. If you plan ten shows a year, therefore, you will need around three hundred dollars. In terms of membership this means three hundred children at a dollar each, or the equivalent. Base your membership fee on your expected attendance, and you're in business!

You're now ready to carry your planning to the next stage. The estimated attendance total will give you the approximate theater seating requirement. Again, say it's three hundred. This means you will probably need either a small school auditorium or your neighborhood theater. Find out first if either or both places are equipped with a 16mm projector; this itself may settle the problem. Then decide which will suit your budget better. Will the school offer its auditorium free of charge? Will the regular theater make you a similar offer on the basis of popcorn receipts? If you have to pay, how much? And what is the best time for showing? (We were fortunate enough to get the use of our local theater, free except for paying the professional projectionist, for one Saturday morning a month from ten to eleven-

thirty.) If you want to show your films Friday night or Saturday afternoon, the school auditorium is obviously the best bet.

While you are getting these matters worked out, have your program chairman write to a half-dozen or so 16mm film distributors, requesting their catalogues. They will be glad to supply you. If you don't know whom to write to, look in the yellow section of big-city telephone books, which are available at your nearest telephone business office or Western Union office. If you have no luck there, check with your library, the high school visual education director, or your state university. An excellent source is the government's *A Directory of 3,300 16mm Film Libraries*, obtainable for seventy cents from the Superintendent of Documents, Washington 25, D. C.

Now get together with your film selection committee to decide how often to have showings, how long each program should be, and what films to show. How often? Weekly showings will take up too much of your time. Every two weeks would be easier on you. After some experimenting, we found that once a month keeps everybody happy. And an eight- or nine-month year is plenty. This gives you time for vacations and for planning the next year's activities unhurriedly. Attendance drops about 50 per cent during the summer anyway.

#### No Jitters for These Sitters

How long a program? Figure out what age groups you will be serving, and then ask yourself how long they can sit still. Our own experience here may be revealing. Our group covers the ages four to twelve (more or less!) and we guessed their endurance to be about an hour and a half. We later found this a little long, cut the time to sixty or seventy minutes, and had happier and quieter audiences.

What films to show? You will find that people differ markedly on what constitutes a good movie. One of the best ways to get over this hurdle is to appoint a program chairman, who draws up a tentative list of films and hands it over to your film-selection committee for their approval or revision. If he has chosen wisely, the committee will most likely delete a few films and add others. Supplying a list to work from narrows the committee's discussion to a few items they hold reprehensible—and a few they hold dear. Perhaps the worst way to get a consensus from your committee is to ask them "Well, what films shall we show?" And in the name of heaven, don't let them get involved in the question "What is a good movie?" Such questions sire sudden philosophers—and at times even gladiators. You and your colleagues in this venture have little time to engage in either sport. The children are waiting.

A word here on the selection for a particular showing might help, although you'll want to plan your program to suit your own audience and budget.

We generally show short subjects. On a seventy-minute schedule, we usually start out with a twenty- or thirty-minute documentary (railroads, airplanes, history, travel, nature, life in faraway places, and so on), followed by a ten- or twenty-minute sport or craft instructional film (swimming, boating, skiing, archery, sculpturing, puppeteering), and wind up the program with one to three color cartoons as time allows. We show our black-and-white films first, saving the more glamorous color for later in the program. We schedule the more dramatic films in the same way and for the same reason. The cartoons come last (a reversal of the usual theater programming) because children like them best and hence don't become restless, as young audiences usually do after the greater part of an hour has passed. We try to keep our program interesting and keep it stepping along.

Two things should be avoided: horror films and cinematic lectures—the first to prevent overstimulation, the second to prevent boredom. Another thing to avoid is expensive color feature films, at least for your first season. They can bankrupt you unless your finances are well established.

The hardest part of your job is now over. The rest of the work preceding your first show involves merely standard business practice. You and the committee divide up the work of ordering the films, getting out the newspaper publicity, selling the membership cards, securing a projectionist, and arranging for a crew of parents to serve in the lobby and as ushers.

When ordering films, make sure you specify a delivery date sufficiently ahead of the showing date so that if the films are not delivered, you can still obtain a rush shipment in time for the show. Especially around Christmastime films go astray or gather dust in a corner of the post office while priority mail goes through.

### Catching the Public Eye

Publicity-wise, we had no trouble in getting our newspaper behind the plan. We found it was best to write our own releases, delivering them to the news office, typed double-spaced, well before deadline. We usually start off our season with a general piece the week before the sale of cards, listing the movies to be shown, dates of showings, price of the cards, and where and when they will be on sale. Just before each showing we put in an item giving the titles of the films, the time, and the place.

One thing here will help: In your kickoff piece, as well as in the subsequent ones, include a notice to the effect that parents of members are invited free. The parents serve as a governor on audience exuberance, are handy in case of emergency, and can find out what the children are getting for their money. Our parents make up from 10 to 15 per cent of the audience.

At last comes the day of the first show. Say it's at ten a.m. on a Saturday. Your show manager arrives at the theater about nine-thirty. He makes sure the projectionist is there, with the film in the projector ready to roll. He checks all the fire exit lights; he also checks the exits themselves to make sure there is no litter outside the doors. It's surprising how many times you will find such things as mops, boards, and trash cans lurking just outside as if waiting to cause a pile-up during an emergency exodus. You may want him to post a sign in front of the theater proclaiming the let-out time, for the benefit of parents who are planning to pick up their children after the show.

At about nine forty-five your lobby crew and ushers arrive. These are parents of members, usually about half a dozen, who have been signed up two or three days previously. You post two at the entrance and two to rove about the lobby selling new membership cards or replacing lost ones.

### Zero Hour

Around nine-fifty, when the crew has taken its battle stations, your show manager opens the doors. In come the children, past the doormen, who check their membership cards. The projectionist starts soft but lively recorded music on the P.A. system. About two minutes before ten the manager saunters down the aisles and selects one adult sitting near each fire exit to act as a monitor for that exit in case of emergency.

At ten sharp, flick the lights a couple of times, wait a minute or so for the stragglers and wanderers to settle down, start the film, and darken the house. The show's on, and the rest is easy.

Easy? Well, yes, if you are an experienced parent and can cope nonchalantly with the bizarre and the unexpected. If you don't already know how to lead a smuggled-in Airedale out of a row of seats filled with giggling children, up the aisle, through the lobby and out the front door, you will soon learn. If you quake at the thought of relieving a hard-eyed eight-year-old desperado of his water pistol, don't apply. You will encounter other types, too: aisle-runners, girl-hazers, boy-baiters, and seat-bangers.

But the show's the thing! There are few better ways to do something for your community, help a bunch of youngsters enjoy themselves while they learn about the world, or have a raft of fun yourself.

---

*Frank H. Haymaker, a biologist-journalist, is science and engineering editor at the U.S. Naval Ordnance Test Station in China Lake, California. He has three daughters and one son, all in grade school. Five years ago, in answer to his eldest daughter's plea for more varied movie fare, he founded the film society he describes in this article.*

### Homes for the Braves

Indians on the Passamaquoddy Indian reservation at Peter Dana Point, Maine, are going to get new houses, thanks to years of activity on the part of the Maine council of churches and other groups in the state. The new houses will not be luxurious (each will cost about \$5,000), but they will be infinitely better than the cold, squalid shacks in which the Indians have lived for years. The houses are being financed by state income from sales of timber and pulpwood on the Indian reservation.

• Indian reservations in Canada are too much like refugee camps, say promoters of the "Good Samaritan plan," a daring new approach to the needs of Indian people developed by United Church missionary Earl F. Stotesbury of Grenfell, Saskatchewan. Under the plan individuals, families, and church groups express friendship to some Indian child, adult, or family. They may do this by writing letters, sending gifts, or inviting the Indians to their homes. Sometimes the Indians attend a youth rally or a summer camp. Again, a family provides board and room for an older Indian child while he attends school. The newcomer is welcomed by youth groups, who make sure that he has friends at school. Some thirty children were placed under this arrangement in the fall of 1957.

### Is This Cricket?

Anglican and Roman Catholic clergymen made up one team; bookmakers, horse trainers, and jockeys made up the other. They were playing a cricket match in Brisbane, Australia, last November. If the racing men won, the clergymen were to go to the races. If the clergy won, a sum of money was to go to church charities. Outcome: The charities received a perhaps unexpected windfall.

### Appointment in Ceylon

Ceylon will be the site of an Afro-Asian Educational Conference to be held by the World Confederation of Organizations of the Teaching Profession April 23-30, 1958. Some items on the agenda: the role of African and Asian teachers in the promotion of East-West understanding and such common problems as public support of education; textbooks and curriculum; promoting the economic and professional interests of teachers; and ways of strengthening teachers' organizations.

### City Under the Sea

Fishermen casting their nets off Caesarea, in Israel, have for many years been catching antique jugs, vases, lamps, and other objects dating back as far as 1500 B.C. We know from ancient historians that Caesarea, the city from which Paul of Tarsus sailed in chains to Rome, once contained a temple and other edifices that stood on the harbor's breakwater, all supported by huge cubic-cut stones. Such stones, as well as a Roman sarcophagus, were found last year during a survey of the site of the old harbor, which appeared to be about four or five times as large as the present one. Soon divers and archaeologists from Israel and the United States will start underwater excavations to see what further treasures may lie beneath the blue Mediterranean.

### Never Too Late

Conditions were primitive and money was scarce, but adults of Tsito, in the newly constituted state of Ghana, Africa, wanted to go to school, as their children had begun to do. So the villagers built a school with their own hands, a job that required four full years. The University College of Ghana in Accra agreed to provide courses and a resident tutor. Even before the building had been completed, people were flocking to the school.



• In Britain thirty scholarships for university study are offered to adults who have shown by voluntary spare-time study that they are likely to benefit from higher education. This year's winners of "mature state scholarships," as they are called, include a bus-driver, a carpenter, a house-decorator, and a blind piano-tuner.

### Un-rainmakers

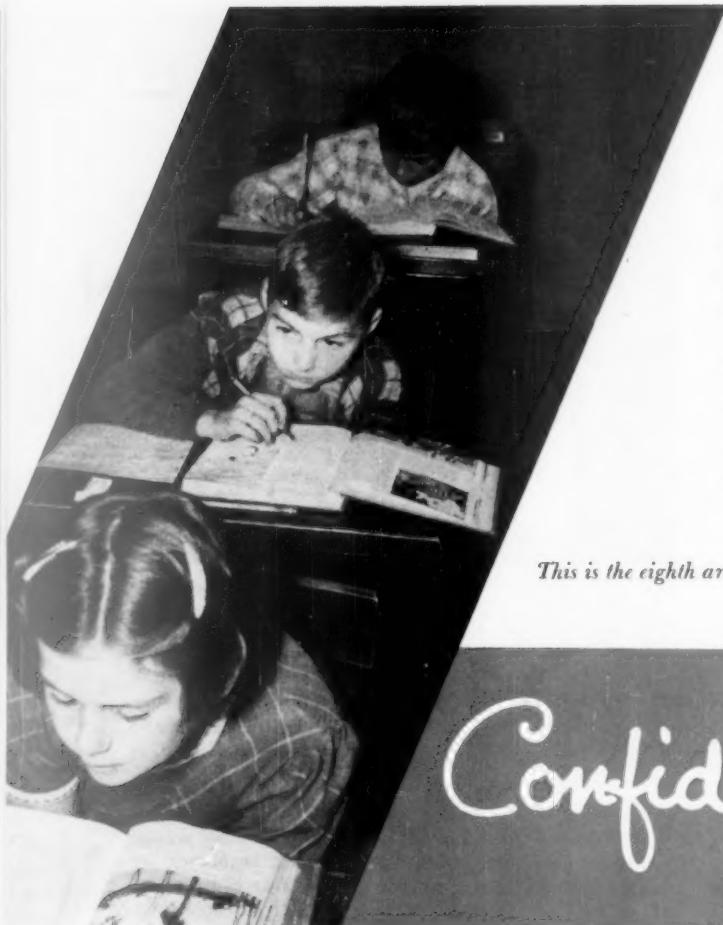
If making it rain is hard work, making it not rain may be even harder. But scientists think they may have accomplished this feat in Norway, where coastal farmlands are damaged by frequent heavy downpours. In recent experiments the clouds have been sprayed with silver iodide, which has kept the humidity from condensing into raindrops until the winds could blow the clouds elsewhere. A secondary advantage of the scheme is that clouds dispersed in this way will finally gather and shed their rain over the mountainous regions inland.

### From India's Coral Strand

Not views of the Taj Mahal by moonlight but sights and sounds of everyday activities are needed to give us a true picture of the life and peoples of Asia. So two young Americans have set out in a huge air-conditioned van to tour the countries of the East. On film and tape they will record the sights and sounds of fifteen countries. When they return from their fourteen months' expedition, other Americans will be able to see and hear for themselves how people live in what was once the most mysterious of all continents. The travelers will also bring back books, to start an International Communications Library about life in Asia. The library will be set up at Los Angeles State College, which is sponsoring the trip.

### Double Harvest

Young farmers from Luxembourg and the United States have been exchanging jobs under the International Farm Youth Exchange. The program enables the young men of each country to learn about the agricultural methods of the other. More important, it establishes fine personal ties. As an example of the latter, a club has recently been formed in Luxembourg where the youthful agriculturists can meet and exchange views.



© Lanks from Devaney

**Are there barriers between home and school in your community? Don't be discouraged. As the walls of an ancient city fell at the sound of trumpets blown in unison, these too can be brought tumbling down. Such miracles happen when parents and teachers are honest with each other and sincerely proclaim their interest in the welfare of the children they serve.**

*This is the eighth article in the 1957-58 study program on the school-age child.*

# Confidentially Yours:

## PARENT TO TEACHER

**Christian W. Jung**

Dear Teacher:

Far too seldom do we have a chance to talk about the things we really want for our children. That is why I welcome this opportunity to tell you what I, a parent, want of you, a teacher, as we pull together in partnership.

As a parent I need to understand much better than I do (1) my own children, (2) their classmates, and (3) the school as a whole. Of course I know my own children as individuals, but *you* get to see and know them as members of a group. You know some things about them that I may not know and that would no doubt enable me to be a wiser parent. Indeed with your knowledge of the age group and your special skills in identifying children's characteristics, we really do have much to share. You can help me understand my children—their abilities, the roles they play among their fellows, their changing needs as they develop from year to year. I believe that, armed

## TEACHER TO PARENT

**Madeline Hunter**

Dear Parent:

I wonder if you know how much we need you, how necessary to us is your support, how essential to us is your partnership, if we are to work successfully with your child?

No longer, in modern education, can we put an assignment on the board and assume that if Johnny doesn't learn it, the responsibility is not ours. No. When Johnny fails, we, his teachers, fail. Maybe that's why we are sometimes hostile and hurt when you talk to us. You will understand this because you feel the same way when he has a problem—that you've failed him as a parent. It's foolish to have those feelings, but it's natural for both of us; we realize so acutely our responsibility toward him.

Knowing this, let's meet together as soon as we can so that we may plan Johnny's year at school with his best possible development as our goal. You know him so much better than we do, and sharing your

with this kind of information, I could be a better parent.

Not every child, I realize, can be at the head of the class, but you can help me to learn what I can reasonably expect of my children. Unfortunately the report card does not always convey the information that is needed. So, although your time is at a premium, I should like to have regularly scheduled conferences with you. As a parent I am not afraid of what you, a thoughtful teacher, would have to tell me about my children. In most cases I already have a somewhat vague idea about their strong points and their weak ones.

**B**UT I need to know about the school, too—its courses and activities and the objectives of each. In no other way can I counsel my children intelligently about what goes on at school. In other words, I need your guidance—not incidentally, but carefully planned so that I can have the benefit of your insight. Without it I cannot carry my full share of our partnership.

For my part I hope that you will accept my children for what they are—persons with varied interests, abilities, and aspirations. I do not want school to be easy for them, but why shouldn't it be an exciting place and as pleasant as possible?

I hope you will hold each child to standards that match his ability, and if that ability is great, I hope further that you will expect and even demand the work of which he is capable. On the other hand, if he cannot possibly produce what is expected of him—and some standards are out of reach for some children—I count on you to adjust your expectations. Surely with thirty and sometimes even more youngsters in the classroom, what is expected of each will vary greatly. It is not easy to adjust to such diversity, but how else can our schools apply the idea of an education for all—which implies a proper education for each? Even though children are taught in relatively large groups, the teaching should be real and vital for each child. Unless it is, many children will have no zest or zeal for learning.

**I** BELIEVE TOO that my children should learn to resist mediocrity. But to resist it only in the academic world is not enough. I also want them to resist, where desirable, the current of social conformity that is so strikingly strong these days. This means that they should not only like what you are teaching but be inspired to do their best, whether it be in an algebra class, on the football field, in the student council, or as a practicing citizen in the school.

It seems to me that, with things as they are today,

knowledge saves us weeks of getting acquainted and understanding him. In return, our knowledge—born of experience with many children—will help you see him in relation to others. (And that's something mighty difficult even for teacher-parents to do.) Then let's have Johnny sit in with us and jointly develop a plan that will increase his strengths and overcome his weaknesses.

If Johnny is a boy of average intelligence with no deep emotional problem, you, as a parent, have a right to demand that he be happy, interested, and eager to learn at school. A child in a good modern school will feel challenged and confident if he and his teacher are working together. If he feels frustrated, uninterested, and discouraged something is seriously wrong, and your working with us will help set it right. Because you see him when his defenses against the world are down, we depend on you to alert us to any disequilibrium in his school life so we may try to correct it. In the same way, it is important that we know the times when he feels especially adequate or successful. If you can give us some of the essential clues, perhaps we can help these times to occur more and more often.

**W**e, with Johnny, will assume the responsibility for his academic growth. Johnny's part in this relationship is certainly not a passive one. Even with the best of parents and teachers, his success will be in direct proportion to the amount of responsibility he assumes for it. This is why it is so vital that he plan with us at the beginning. Though we will give him all the inspiration and assistance we can, it is he who will have to learn. No matter how much we love him and how interesting we make his school-work, we cannot learn for him.

For some children school is a distressing experience because, for the first time in their lives, they are faced with a situation in which Mommy and Daddy can't "do" for them. When getting dressed became uninteresting, Mommy did it. When picking up toys was hard, Sister did it. And when the boy down the street became threatening, Daddy took care of him. Here at school, there is suddenly no Mommy and no Daddy to assume our Johnny's responsibilities for cleaning up after work, to make sure he gets the first turn at a game, to protect and shelter him—least of all to learn to read for him. No, there is only a teacher who, no matter how much she loves him, must see that he takes his share of responsibility for himself and for the group.

If you asked most teachers what kind of child they would wish every parent to send to school, they would reply, "A child mature enough to realize that 'this is my job and I will do it,' asking for help

my children need more guidance and counseling. The elective system, starting at about the seventh grade (and I approve of it, generally), leaves them and me somewhat at a loss. Such a system requires that intelligent choices be made. And in this you are the person most likely to help my children—and me. Sometimes I wish that the school's guidance function included a real effort to counsel with parents about their responsibilities in this business of educating the young.

We need guidance, too, in regard to school activities. Usually these are so varied that no child should try to take part in all of them, so again choices have to be made. Possibly some way can be found to assure my children a balanced yet proper spread of activities—not all music or dramatics or athletics, for instance. Certainly the activities they do engage in should be those from which they gain the most, each according to his particular needs. At times we parents get the feeling that our children's choice of activities is influenced more by pressure than by need. If more of us understood the importance and educational objectives of such activities, more of us could give intelligent support to the program. And if there are activities that really do not contribute to desired goals, why not take steps to eliminate them?

YET the guidance I seek for my children will encompass more than just selecting the program of their experiences while in school. Parents want guidance that will assist children with all their major experiences, now and in the reasonably near future. Thus the guidance program should cover vocational, recreational, and personal problems as well as those related to citizenship, health, and prospects for further education.

Recently much has been said and written about the teaching of science and mathematics. I have no intention of questioning the urgent need for a better program in these fields, but I believe that what we actually want is a continued effort to improve the education of all children and youth. We want a broad and varied program, not a cramped one, in which every child may be helped to feel valuable and useful. Such a program will be flexible enough to enable all children—the gifted, the slow, the fast, the handicapped—to play their roles effectively in a world that needs the best of all its human resources.

---

*Christian W. Jung, associate professor of education and director of the summer sessions at Indiana University, is president of the Indiana Congress of Parents and Teachers. Dr. Jung has two children, Christian and Steven, both in their teens.*

if I really need it but assuming responsibility for it myself." A child who has learned to make his bed, straighten his room, empty the wastebasket, and do the jobs that are his contribution to family life will carry the same pattern into the school. Reading an assignment, finishing his work, learning multiplication facts, improving his handwriting—tasks such as these are his responsibilities, and a teacher with thirty-five other pupils doesn't have time for constant reminders. If he has learned to depend on prodding, he's left behind.

**C**onsequently, your child's number-one homework assignment is to learn, with your help, to accept a specific job and do it. Lucky indeed is the youngster whose wise and understanding parents have given him many experiences in conquering distasteful tasks and solving his own problems.

Next in importance is the parents' opportunity to give added meaning to what the child learns at school. Computing his allowance will provide practice in arithmetic. Writing invitations to a party or making a Christmas list will help with his spelling and handwriting. Reading the directions for assembling a model plane or the placards in a museum is also perfect homework, for he is using academic skills as he will use them throughout life.

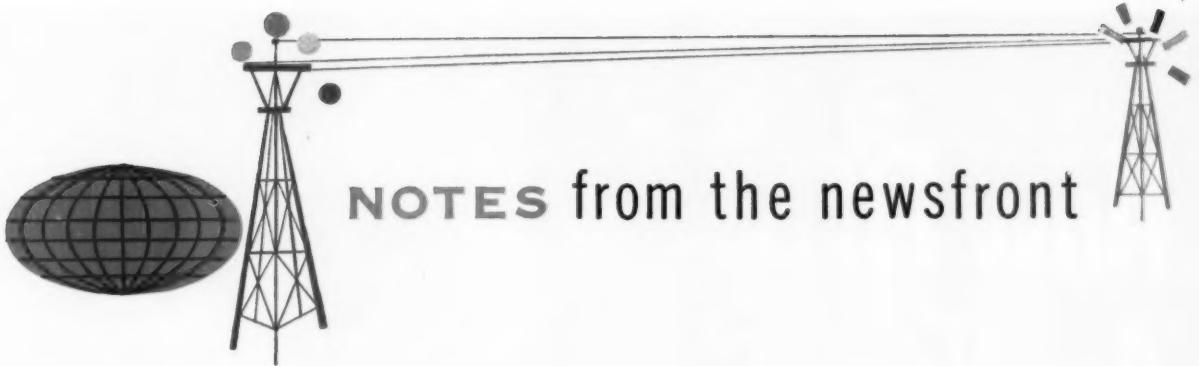
Not that drill isn't important; quite the opposite. If your child has any academic weakness, it is our business to let you know about it and work out with you and him a home-school plan for overcoming it. In this way his homework will not be a blanket assignment for the whole class that may be too hard or too easy for him. It will be a remedial plan, custom tailored to his individual need.

Last of all, we would like to ask you to come to us when you have questions. We know the reports you receive from your child are often a jumble to you or perhaps unintentionally inaccurate. Don't depend on a newspaper article or a neighbor to relieve your apprehension about what the schools are doing—and how. We welcome the opportunity to explain our purpose and procedures or even to alter them in the light of increased knowledge and understanding.

You see, we really do need you—and not just because we hope you will support us and our program. Only by knowing you and working with you can we reach our common goal: the very best education for that very special person, your child!

---

*Madeline Hunter—who has been a school psychologist, an administrator, and a supervising teacher of third and fourth grades—is at present assigned to two pilot projects related to the guidance of gifted children in Los Angeles elementary schools.*



## NOTES from the newsfront

**Best Books Become Best Sellers.**—A book-reading revolution is going on in America, reports the *Saturday Review*. Book publishers are astounded at the recent boom in the sales of the classics, many of which were once considered too "deep" for the average person. What is amazing about this reading revolution, say the publishers, is that the readers for the most part are new ones—people who are discovering for the first time the enjoyment to be found in good books. Typical of these is the man in North Dakota who wrote a publisher: "Just read the *Odyssey* Boy, that Homer sure can write! Have you any more by him?"

**Alcohol and Accidents.**—It's an indisputable fact that drunken driving is dangerous. Proof of just how dangerous it is came recently from New York City's police department. Alcohol-analysis tests supervised by the chief medical examiner showed that of the motorists who were killed while driving in the city last year, or who died within twenty-four hours after accidents, 55 per cent were drunk.

**The Inter-American Way.**—Most of us know Spanish American music when we hear it, and some of us even know the tango and mambo. But how well do we really know our Latin neighbors who share this hemisphere with us? On Pan American Day, April 14, and all during Pan American Week, April 14-20, programs and festivities will give us a chance to get better acquainted. Sponsored by the Organization of American States, Pan American Week offers us an opportunity not only to renew old friendships but to support the peaceful, constructive inter-American way of preserving good will among nations.

**Soviet Scale.**—A report of the U.S. Office of Education titled *Education in the USSR* contains some interesting facts about the Russian teacher. A

teacher in the city earns more than one in a rural school. A teacher of a basic subject, such as mathematics, usually earns more than a teacher of art or music. Teachers working beyond the Arctic Circle, or in such desolate places as Sakhalin, are rewarded with a 50 per cent automatic increase in base pay. The teacher who serves as school librarian, counselor, or director of extracurricular activities receives extra pay for extra duties. The over-all student-teacher ratio in Russia is reported to be 17.3 to 1 (as contrasted with 27 to 1 in the United States in 1956).

**Lightning Strikes Out.**—About two thirds of the fires in California's national forests are caused by lightning. Now an experiment to disarm lightning before it strikes is under way. The clouds are seeded with silver-iodide crystals, to prevent them from building up to the towering thunderheads from which the lightning bolt strikes. Since it has been tried over a two-million-acre area, the cloud-seeding has cut in half the number of fires started by lightning.

**New Record for Mothers.**—The maternal mortality rate has been halved in the last five years, reports a large life insurance company. In 1956, complications of pregnancy and childbirth caused the death of only one mother for every 2,700 live births. Even more lives can be saved as more women come to realize the necessity for seeing a doctor early in their pregnancy and the importance of good health and diet during pregnancy.

**Righting Writing.**—More than a hundred adults in Philadelphia are going back to the sixth grade. Their purpose: to learn how to write legibly. Wesley Scott, handwriting expert, estimates that \$70,000,000 is lost each year through handwriting mistakes and carelessness. One company lost \$65,000 and two weeks' work during inventory

time, all because somebody wrote a "3" that looked like an "8." In department stores, illegibly written sales checks have resulted in faulty billing—and loss of good customer relations. The Philadelphia penmanship course for grownups was sparked when a personnel manager complained about the poor handwriting on most of the job applications he received.

**Never Underestimate . . .**—According to *Printers' Ink*: Women buy 90 per cent of all household supplies. They have 65 per cent of all savings accounts. They make or influence 85 per cent of all purchases in the stores. Fifty-two per cent of all individual stockholders in large corporations are women. Then, too, women outnumber men and live longer.

**They Need Our Help, Our Faith.**—April 27 to May 3 will mark the tenth annual observance of Mental Health Week, sponsored by the National Association for Mental Health and the National Institute of Mental Health, U.S. Department of Health, Education, and Welfare. Using the theme "With Your Help, the Mentally Ill Can Come Back," programs will stress the hopeful outlook for mentally sick people and what their more fortunate fellow citizens can do in their behalf.

**Fundamentals of Space Travel.**—That's the name of a brand-new adult education course to be given by a Chicago Y.M.C.A. Officials believe this is the first course on the subject of space travel to be offered the general public. It will be taught by several experts from the staff of Illinois Institute of Technology.

**Likely Prospect.**—A four-year-old boy with two older sisters was keenly disappointed when the news came that he had a new baby sister. "Oh, shucks," he complained, "I suppose she'll grow up to be a girl, too."

# How Fit Are Your Children?

ELSA SCHNEIDER



© Black Star

EVERY PARENT KNOWS that children differ in looks, temperament, personality, ability, interests, health, and in countless other ways and that each will grow up to be his own special kind of person. Doesn't it follow, then, that physical fitness too is a very personal thing? At any stage of life it is influenced by heredity inheritance and environment. Shouldn't a child's fitness, like his other qualities, be judged in terms of his own life at a given time?

Let's look at four youngsters, Terry, Jack, Bob, and Ann, who are in the fourth grade together. They like each other and play together, without questioning whether or not they are alike. In their way, of course, they know they aren't.

## Veritably They Vary

Terry is a dreamer and a "brain." He likes to read and think and figure things out. He makes good grades easily and has talent in music. His classmates respect and admire his abilities. Although he isn't much interested in sports, he plays games and takes part in everything that goes on at school. He hates

to get up in the morning, so his mother lets him sleep until almost the last minute and then eat his breakfast in a hurry. Then she drives him to school, which is only four blocks away. His home life is happy, and he and his parents do many things together.

Jack says he is going to be an all-American quarterback. His father once had that dream, too, but the best he could do was to become team manager. He gives Jack the impression that he could have been a great player, if he'd only had the breaks. When Jack was two years old his father bought him a football and has been trying ever since to cram into Jack everything he knows about the techniques of the game. The chances are that Jack won't be as successful as he wants to be, and he already knows it. He is a small, thin, slow-maturing child, who misses school often because of illness. He has a TV set in his room and watches many sports events. He reads the sports pages of the morning and evening papers avidly. He is an encyclopedia of information on players and athletic events. Conversation at meal-

**The answer depends on how we define physical fitness. Is it a set of Popeye-the-Sailor standards, to be applied equally to all children? Or is it a flexible scale that can be adjusted to personal needs?**

times revolves around his comments on sports. Jack used to think his father was proud of him, but lately he has been a mighty unhappy boy. He overheard his father tell his mother that she pamers him too much and that he "plays" sick to get out of doing things he doesn't want to do.

Bob is the kind of child who delights many adults. His friendliness, wit, and outgoing nature will carry him far, people think. He is reasonably successful in school, but being "best" doesn't seem to matter to him. With a variety of interests, he never concentrates on anything very long. He is tall for his age, handsome, and seems to have superb health. When the children select leaders, Bob is first choice, no matter what the activity.

Ann's mother is concerned because she thinks her daughter is a tomboy. Ann is more active than the boys she plays with. It is she who urges them to race to the corner, eggs them on to climb higher, challenges them to see who can shoot baskets from the greatest distance. And in all these things Ann is best. Her vigor is reflected in creative activities, too. The murals she helps to paint at school are full of life and action; so are the stories and poems she writes. Ann's grandmother, however, isn't worried about her granddaughter's tomboyishness. After all, she remembers Ann's mother as a child!

#### **Throw Away the Yardstick**

Of these four children, who is the most fit? Should they be compared? Should they all be expected to meet the same standards? If so, whose standards—Terry's, Jack's, Bob's, or Ann's? Or would it be better if parents, teachers, physicians, and other people looked at each of them as an individual—one who has a right to his differences and whose efforts toward fitness should be charted according to his needs?

Does this mean that parents need not be concerned about their children's fitness? Not at all. The goal of every parent should be to help his children attain physical, mental, emotional, and spiritual well-being, which is really what we mean by fitness.

As we think about this goal, it might be well to keep in mind three points:

1. Fitness, far from being a simple matter of diet and exercise and rest, is complicated.
2. All children grow toward maturity in somewhat the same way. But each child grows according to his own pattern and his own timetable—just as Terry, Jack, Bob, and Ann are doing.
3. We must decide on each child's fitness *for what*. Should he be fit to do a limited number of stunts, to win a contest, to work at a job, to face an emergency, or to meet the challenges of daily living? Obviously Ann must be fit for any number of vigorous physical activities, whereas Jack needs other standards entirely.

#### **Not a Matter of Pushups**

Although total fitness is the goal, much discussion in recent months has been centered around some of the physical aspects of fitness. A well-publicized test, which seemed to indicate that American children compare unfavorably with European children, has been misinterpreted both in what it means and what it reveals. The test was designed to measure strength of trunk muscles and flexibility of trunk and hamstring (muscles in back of thighs). Generalizing about total fitness on such limited measures has been questioned.\*

Parents should not be misled into believing that a few oversimplified exercises can lead to total fitness. Such elements of physical fitness as power, strength, endurance, speed, agility, balance, and coordination are best achieved through a wide variety of activities.

And physical activity, as we know, is essential to growth. Children crave it and need it. But certain conditions in modern life limit children's opportunities for vigorous exercise. How often have fathers said to their children, "Now when I was a boy I had to chop down trees and carry in the firewood." Then Father gets out the car and takes Jimmy to the drug-store five blocks away to buy a comic book! How often have fathers said, "When I was a boy, all the snow shoveling at our place was my job. I did all the lawn mowing, too, and it wasn't with a power mower either." But how many fathers and mothers and communities encourage children to do chores and to walk, run, and climb for exercise and for fun?

If you are concerned about the fitness of your children—and you should be—the following questions

\* A more extensive study of some forms of physical achievement is being carried on by the American Association for Health, Physical Education, and Recreation, through its Youth Fitness Project. Boys and girls from grades five through twelve are being tested.

may help you and your P.T.A. to discuss and evaluate home, school, and community efforts to meet the fitness challenge:

- \* Do you understand your children, their capacities and limitations?
- \* Are you providing continuous health guidance for them?
- \* Are you having remediable defects corrected, and are you helping your children adjust to noncorrectable disabilities?
- \* Do your boys and girls eat nutritious meals, including an adequate breakfast? (Do you know what an adequate breakfast is?)
- \* Are they following good health practices?
- \* Do they live a well-balanced day with adequate provision for work, exercise, rest, recreation, and relaxation?
- \* Do you encourage your children to take part in vigorous play, suitable to their age, at home and in the neighborhood?
- \* Do you provide play materials that help develop fitness?
- \* Are you, as parents, overly protective? Overly demanding?
- \* Do your children spend a disproportionate amount of time watching TV, attending the movies, or sitting in the corner drugstore?
- \* Do you, as parents, realize that not all children can be star athletes—or even the best runners or jumpers in the class—but that most children can develop an enjoyment of games and sports that will carry over into adult life?
- \* Does the school your children attend provide:
  1. A total health program, including health services and health education?

2. A school day that is conducive to mental health and learning?

3. Space, indoors and outdoors, sufficient for all children to have exercise every day?

4. Daily physical education under well-qualified leadership?

5. Materials and equipment for physical education, such as bats, balls, jump ropes, mats for tumbling—and in sufficient quantity?

6. A modified physical education program for exceptional children—those with heart trouble, for example, or other physical handicaps?

7. Adequate health education directed toward helping children to take increasing responsibility for their own health and that of others?

\* Does your community provide recreation facilities, equipment, and trained leadership for all age groups?

\* Are parents, school personnel, physicians, nurses, dentists, and others in the health field working together to provide healthful living conditions in the community?

Parents cannot give their children fitness. Neither can they buy it for them. Nor can they expect it to develop automatically. What they can do is to provide wise guidance and abundant opportunities to develop the highest degree of personal fitness possible. And they can be fit themselves! Fitness is for adults, too.

*There's no question about Elsa Schneider's fitness to write this article! She is a specialist in health, physical education, recreation, and safety in the U. S. Office of Education. Many parent-teacher members have enjoyed working with her at conferences.*

## PEANUTS



Reprinted by permission of United Feature Syndicate, Incorporated.



• *I am wondering if a better analysis of the product of our schools might not offer much help to all of us. How can we use the thinking processes of the students to help improve educational offerings in the school? We are expected to teach students to think! Would we accept a challenge to ask them for their honest (anonymous) thoughts about our teaching?*

*Has someone developed a questionnaire designed to encourage sincere and serious thinking on this problem, to draw from students or graduates their unmet needs? Many students seem to feel their needs better than the teachers do. Maybe they can help us.*

—L. P. M.

Readers, please share your knowledge with us. Some high schools (Scarsdale, New York, for example) regularly invite graduates home from college to confer with teachers and students. These alumni are asked, "What did you get in high school that helps you in college? What do you feel was missing?"

Last fall the University of Illinois arranged a mass interview by high school principals and advisers with two thousand graduates of their respective schools. A large utility company has polled hundreds of its employees on similar questions.

In the field of merchandising this would be called audience or product research. Industry and advertising spend millions on it; education spends very little.

But even if we did have research money the process proposed by L. P. M. might not yield a flood of light. Suppose we asked the question, "Did your study of history in high school help you understand our nation's foreign policy?"

Student A. replies, "History? I had Mr. Davis in history. A square!" Student B. says, "We had foreign policy in American history. Mr. Davis was a sourpuss, but we did learn something." Student C.: "You mean the Monroe Doctrine and stuff like that? Sure, we had that with Davis."

Do these typically trivial answers mean that Mr. Davis is a poor teacher? That the course lacks force? Not necessarily. Ten years later students B. and C.

(perhaps not A.) will read in the evening paper of a new international treaty on freedom of space travel. They may say, "Oh, yes. That's like freedom of the seas. I remember learning about that with Davis. Wonder what happened to him? Fine teacher!" The pay-off on education in terms of thinking may be long delayed. Inviting students to participate in educational planning has its merits (especially the fostering of a sense of responsibility), but it also has its drawbacks, as for instance:

1. Trying to use the students' "thinking processes." You are likely to get nothing but off-the-cuff opinions —immature at that.

2. Trying to do anything about what you find out. Suppose you learn that Davis is a poor teacher. What can you do? He's been there for twenty years. He has tenure. And there aren't any other history teachers on the waiting list.

3. Trying to measure the worth of education by its products. The public expects its schools to be instruments of public policy. Currently that policy is "Give us scientists." How many care about the other products as long as the schools can give us some two thousand "brains" to match the Russian "brains"?

Or is this too pessimistic?

• *I'm worried because my child is utterly bored with school, especially the reading program. He is in third grade and a very good reader, but in school he is forced to read the Dick and Jane primer along with all the other children. He read the entire book the first day it was distributed. At home he reads Lindbergh's *We*. There must be other children like Jim-my. Isn't there some way to keep them interested?*

—Mrs. M. B.

Yes, there are a number of ways. One now rapidly spreading is the individualized reading program. Before I describe it, hear what people say about it:

*A California parent.* "This is one of the things we didn't believe could happen in our family. Our older girl, now in seventh grade, didn't like reading at all. Suddenly this year all of us thought we were seeing

things when the lights were on in her bedroom late and she was still reading. When she pulled the flashlight-under-the-blanket technique I was convinced."

*Pupils.* Janet says: "I like choosing books better because you get to read the whole book. You don't have to stop so much." John explains: "I think you become a better reader if you read the books you like. If you get a dull book you don't have to keep on reading it."

*A principal.* "For the first time I believe I am teaching reading in accordance with my knowledge of the way children grow and develop. . . . For any teacher interested in meeting individual needs, self-selection in reading is the answer."

High praise. But what is individualized reading?

When you enter a classroom where it is practiced you notice first the abundance of books: books against the blackboard, books on desks, books on tables and in the classroom bookshelves. They come from everywhere—the school library, public library, home libraries. You see children quietly reading different books of their choice. You may see the teacher working with a special group that has need for phonics. Or you may hear children telling about good books they've discovered.

May Lazar, who has watched the program develop in New York City schools, lists these basic features of an individualized reading program: (1) Children explore the books and make their own selections. (2) They read independently at their own pace. (3) They keep simple records and reports of their reading. (4) The teacher arranges individual sessions with children as often as the children want them. (5) She walks around the room noting difficulties and giving help. (6) She keeps records of their abilities and interests. (7) She plans group and whole-class sessions to meet needs common to some or all children. (8) Pupils discuss and share the books they read.

Individualized reading takes as its guide three principles set forth by Willard C. Olson of the University of Michigan. From his studies of children Dr. Olson concludes that growth takes place when the child *seeks* experiences (and what healthy youngster doesn't?), when he makes his own selections to fit his interests, and when the selections are paced to suit his advancing maturity.

• In a recent issue you suggested that citizens be alert to the changes that "sputnik" is forcing on our schools—the big drive for science. What changes do you see occurring?

—A. D. M.

James Reston of *The New York Times* recently called attention to a rare turnaround in history. Events in Russia, a nation we once regarded as largely illiterate (which it was twenty-five years ago), have forced the United States to upgrade and tighten its entire school system.

Averill Harriman, our ambassador to the Soviet Union in the thirties, warned us then that Russia was converting from a nation of unlettered mujiks to one of expert mechanics. Two years ago this department reported Senator William Benton's firsthand observations: soviet libraries open until midnight, every seat filled with students; intensive language studies; a longer school year; tougher examinations. Few in the United States listened until the Russian education drive paid off with the launching of man's first satellite in space.

What now?

More attention to the gifted. Recently in Washington, former Harvard president James B. Conant headed a national conference on the "Identification of the Academically Talented Pupil in the American High School." Schools are trying numerous schemes to keep gifted children from being held back to the level of the average. One such plan—the advanced placement program, which this department discussed in February 1957—is spreading rapidly.

Glastonbury, Connecticut, has won high praise from parents and newspapers for its curriculum organization. The new plan announced by Superintendent Lawrence G. Paquin will save 135 hours a year, to be added to classroom time.

What has Glastonbury done? It has—

1. Moved the "activities period" from the middle of the day to after school and made "activities" optional. (This meant a readjustment of the bus schedule at a slightly additional cost.) As for youth who work after school, Superintendent Paquin says: "Making decisions is part of the job of growing up. A student has to make up his mind which is more important. . . . Twirlers Club is important. But math, English, and Latin are more so."

2. Enlarged the mathematics program. Next year students will be able to take five years of math, including analytical geometry and calculus, in four.

3. Removed home economics and vocational agriculture from the subjects included among the two years of required science.

4. Introduced a twelfth-year required course in "Current Issues." Its purpose: to give students a better understanding of some of the chief issues facing American citizens today and at the same time to consider possible ways of dealing with such issues intelligently.

5. Required that every student planning to go to college must take three years of one foreign language.

Of course there are other features.

Commenting on these changes, the *Hartford Courant* said: "The swing is definitely on. The country wants better teachers, better teaching methods, stronger curricula, and an end to snap courses."

It appears that "permissiveness" and the "cafeteria curriculum" are going out with last year's hats. Yet James R. Killian, the President's top science adviser, and others warn against an overemphasis on science at the expense of the humanities, which are basic to democracy. Everyone, however, is for higher standards.

—WILLIAM D. BOUTWELL



## PROJECTS AND ACTIVITIES

### THE P.T.A. IN NAVAHO LAND

IF YOU COULD LOOK IN ON A MEETING at one of the schoolhouses in McKinley County, New Mexico, you might think at first that you had wandered onto a movie set. Teachers neatly dressed and groomed are seated beside long-haired, brown-skinned women clothed in colorful calico or velvet beautifully ornamented with silver and turquoise. Hobnobbing with the principal, a cup of coffee in one hand and a doughnut in the other, are men whose long black hair is tied back with white yarn. More typical American fathers and mothers are there, too, and scampering about everywhere are the children—high-cheek-boned Navaho children; big-eyed Spanish-American ones; and "Anglos," the English-speaking children.

A few years ago nobody would have believed that this meeting could take place. Spanish Americans and "Anglos," they got along fine. But the Indians? Why, many of them didn't speak a word of English! And many of them still don't, but somehow business gets itself done in English and in Navaho, with an interpreter working in both directions.

What is this unusually varied group? It is what some of the Navahos call a "Peetie-A clan," meeting to talk about school needs like thousands of its sister associations all over the United States. It is also another example of how Americans of widely differing origins work together for their children.

#### Land of Mystery

Such a gathering might take place in any one of seven schools in this region of mixed "Anglo," Spanish-American, and Navaho population. It is a fabulous land of sheer red cliffs, strangely sculptured rocks, and interminable stretches of color-daubed desert shadowed by the "points of sacred mountains." Recently it has become a land of gigantic pipe lines for natural gas, of newfound oil, of the talkative geiger counter. It has always been, as it is now, a place where anything can happen.

Half hidden among the prehistoric trails and desert fastnesses are hundreds of tiny "hogans," or wooden

shanties, where the Indian families live. For the children of the hogans, going to school means a big adjustment because the traditions they have learned at home are the ancient ways of their tribe, not modern American ways. There are practical difficulties, too. Some of the children must be brought many miles to school along trails that in winter may be nearly impassable.

Clearly the Navaho population provides some of the P.T.A.'s biggest problems in organizing the parents and teachers of McKinley County to work together for the schools and the community. One big help is the fact that Indian parents have always been greatly interested in the growth and development of their children. Parents, grandparents, uncles, and aunts all feel a responsibility to help each child on his journey toward maturity.

It is only since 1952 that many Indian children have been receiving "white man's education." Before that, Indian parents instructed their children at home in the customs of the tribe and taught them useful skills without the aid of the schools.

Now many Indian parents have turned over to the schools the responsibility for educating their children, but not the responsibility for seeing that that



Even the most enthusiastic workers must stop to eat. The executive committee of the Aileen Root School P.T.A. holds a luncheon meeting at the school.

education is effective. In general, Indian parents tend to be somewhat more critical of the school program than are other cultural groups. They are less impressed with the big words and intricate terminology educators sometimes use. They want to know in clear, concise words just how Kee and Bahe are doing.

### Silent Visitor

So it is not surprising that Indian parents visit the schools frequently. A Navaho mother may appear any day in her child's class. Perhaps she is wearing, along with her priceless silver and turquoise jewelry, a crude bean necklace made by one of her children in the third grade. The teacher waves a welcoming hand and points to an empty chair, but the Navaho mother seats herself comfortably on the floor, spreading her long, wide skirts around her. She stares at the children; she volunteers no comments or questions. When the teacher looks up again, she is gone—probably to sit just as silently in the classroom of another son or daughter.

The mother may follow up her visit by questioning Teacher at the next meeting of the "Peetic-A clan." "Are my children learning paper?" she inquires anxiously. "Will they go up in school next year?" When Teacher answers "Yes," the mother is proud and happy.

Not only are many Navaho parents faithful about checking up on their children's progress; they are also conscientious about their own part in keeping the children in school. When a Navaho child has to stay home, his parents take great pains to explain the absence to "Dear Teacher." An older youngster attending the school may bring a note that he has spelled out at his mother's dictation. Here are some samples:

Howdy there. Today we would like to tell you that Lee Chee is not going to school. He has been sick for two days now. Today I am going to take her to the hospital. He will be in school Monday morning.

Good bye—Good luck.  
Wrote by —————

(The Navaho language does not have masculine or feminine pronouns, and so the confusion between genders illustrated in the above letter is quite common among the Indians.)

Dear Friend,

F—T— is not at school for 6 days. He was helping his mother herd the sheep. The grandmother has hurt her foot that's why he help. I am sorry.

Franks mother.

Dear Mrs. H—The kids have been sick for about three days. All of the kids are really sick. They went to the nurse. The nurse gave them shots but they are still very sick today.

Thank you sincerely,  
Mr. & Mrs. —————



Pupils help their parents carry out a P.T.A. project—improving the school grounds—at the Aileen Root School, McKinley County, New Mexico.

### A Tribal Trust

It is not only the mothers who concern themselves with their children's schooling; the tribal leaders are just as interested. They regularly attend regional conferences on education, where they present their views and offer their cooperation. There is a growing realization that only through cooperative effort and constant exchange of ideas can education be truly effective for all the people.

This tremendous interest in education on the part of the Indian population means that P.T.A.'s have important help as well as important problems in doing their jobs in McKinley County. That the problems are being solved, and solved brilliantly, is proved by the success of P.T.A. activities.

These activities include both talk and action. At some of the monthly meetings teachers or administrators review and explain various phases of the school program. There are discussions of the respective obligations of parents, teachers, and administrators. Outside speakers may be brought in to discuss such topics as health, safety, and citizenship. As entertainment there may be plays, socio dramas, musical renditions, and rhythmic activities.

### Old Trails, New Goals

The Navahos are anxious to be present at every meeting. They have many questions to ask. Some of them walk four or five miles to get there. Others pile into the back of a pick-up truck to ride as far as twenty or thirty miles. When a Navaho mother can't come to a meeting, she may send a careful explanation. The greeting in the first note below is a common way for a Navaho to begin a letter:

Howdy there! My mother could not go to the P.T.A. meeting because she had to go to her sister's home to visit her. Her sister is sick.

Thank you  
For Mrs. B by Pauline

Dear Mr. H.

We are sorry that we didn't go to the meeting because we have lots of things to do here at home. We are sorry please tell us what the meeting was about.

Thank you  
E. B.

It is easy to see from these notes how eager the Indian parents are to be a part of their children's school and to do whatever they can to help both the school and the children.

At the first or second P.T.A. meeting of the year, when the organizational details are out of the way, the group gets around to the "What needs to be done?" phase. Numerous projects are suggested and discussed. Finally one is selected, and soon a new venture in intercultural school-community cooperation is on its way. The first project may be devoted to money raising. Perhaps it is a candy or cake sale, with the proceeds going to buy vitamins for the children. It may be a carnival or a dance or a community get-together at which an international menu of fried bread, mutton stew, chili, sandwiches, and hot dogs is served. The proceeds may be used to purchase science kits and laboratory equipment for the school, or kitchen appliances for the hot lunch program. There is a square dance club, whose profits go for the purchase of milk to supplement the meager diet of some of the children.

Over and above their contributions to the schools and the children, these events provide valuable entertainment for rural communities that have few facilities for using leisure time.

Not all the projects, by any means, are for the purpose of raising money. The P.T.A.'s sponsor and supply leaders for organizations such as boy scout and girl scout troops. Basketball leagues are formed, and field trips are planned. (Parents provide transportation and go along to help.) One P.T.A. has an annual picnic at the school just before school opens in the fall. Fathers, mothers, brothers, and sisters pitch in to clean up the playground. Another P.T.A. holds a tree-planting day every spring, when fathers and sons plant trees and care for the playground, and mothers and daughters prepare the lunch. Field days are held, too, with parents serving refreshments, judging contests, and issuing prizes.

In all these activities, whatever their value (it is often great) to the community as a whole, the focus is unfailingly on the child. Navahos, "Anglos," and Spanish Americans all work together, each contributing his own skill or resource to help the children get a better education. In the process they all become better Americans.

—CLARENCE M. HILL

Director, New Mexico Developmental  
Education Program

—DOROTHY PILLSBURY

Author of "Adobe Walls"

## New Subscription Rates

JUST A *Quarter* MORE

Through years when prices have climbed steadily upward, the price of the *National Parent-Teacher* has remained constant. Since 1949—over a period when doubled rates have been the rule rather than the exception—the official P.T.A. magazine has continued to cost U.S. subscribers just \$1.25 a year. This was in the same decade when many other publications had to demand rates from 100 to 200 per cent higher, even though their subscription receipts were backed up by sizable advertising revenues.

Now, at last, despite the fact that the *National Parent-Teacher* is not published for profit, it too has to meet soaring production costs: printing, paper, binding, and even postage. The inevitable answer to the problem came only after long and serious study by the magazine's board of directors. They voted to raise the subscription rate twenty-five cents a year, beginning September 1, 1958.

This means that on subscriptions sent to the magazine office in envelopes postmarked after 12 p.m., August 31, 1958, the following rates will apply:

United States and possessions, \$1.50 a year

Canada, \$1.75 a year

Other countries, \$2.00 a year

Single-copy prices in the United States and its possessions will be twenty-five cents; elsewhere the single-copy rate will be thirty-five cents.

All subscriptions received between now and September 1, 1958, will of course be accepted at the present rates. However, subscribers who remit at the old rates after the deadline of midnight, August 31, will be billed for the difference. We are counting on every local president, every chairman, and every other parent-teacher worker to make special efforts between now and September to inform subscribers of the new rates.

Even with so small an increase to the reader, the price of the *National Parent-Teacher* remains inconsiderable compared with the value he receives. Distinguished specialists, sensitive to the needs of our readers, will continue to contribute articles of lasting worth. Always mindful of its responsibility as spokesman for the parent-teacher organization, the magazine will continue to provide abundant information for all who seek its guidance.

The *National Parent-Teacher* looks forward to its unchanging assignment of conscientious service for all who want it and need it. We are grateful for the warm interest and support of our subscribers. We hope that in the years ahead more and more mothers, fathers, teachers, and other friends of children will turn to this magazine for knowledge and friendly counsel.

### I. PRESCHOOL COURSE

Directed by Ruth Strang

"Self-Confidence To Grow On"  
(page 10)



#### Points for Study and Discussion

1. The Romans had a name for it: "the golden mean." Extremes, even of goodness, are undesirable. Generosity may shift to indiscriminate giving; frankness may take the form of cutting remarks—true, perhaps, but destructive to another person's self-respect. Explain how an extreme form of self-confidence may be detrimental, leading to recklessness or an unrealistic level of aspiration.

2. A young woman complained rather bitterly about her mother's attitude toward the children in her family. "From our earliest childhood," she said, "Mother told us that if we really wanted to do something we would be able to do it. My self-confidence was shattered many times when I tried to do things beyond my ability." How could this mother have built up a realistic self-confidence in her children?

3. Edith Neisser gives us glimpses of two ways of treating a child in the toddler stage. One is to remove as many things as possible that would hurt her or that she could break; the other is to keep saying "No-no" and "Don't do that" all day long. In the first instance, the child will have many things that she *can* do, though there will of course be occasions when Mother has to say "No." Describe home situations with which you are familiar that illustrate one or the other of these practices in different degrees. How does each work? What seems to have been the effect on the child's self-confidence?

4. Granted that it is important for preschool children to learn to tackle a task and do many things for themselves. But how can a busy mother encourage this desirable independence? Is it a matter of taking time or of taking thought? Give examples of ways in which you let a four- or five-year-old help you with various activities such as cleaning the bathroom, making a bed, setting the table, or cutting out a batch of little cookies while you were making family-sized ones. What precautions were necessary to avoid making a lot of trouble for yourself—for example, using a liquid cleanser rather than a powder in cleaning the bathroom mirror? What values other than building self-confidence would these experiences of helping Mother or Father have?

5. If a child meets difficulty in accomplishing a task suitable for him, which of the following kinds of comments are likely to be most helpful and why?

- "That's not the right way to do it."
- "You do it this way; watch me do it."
- "You should try harder."
- "That's a good beginning."
- "You can do it."
- "You've done harder things than this before."
- "This is good, but you can do even better."
- "Suppose you try this ————— (giving a specific

suggestion of how he might solve the problem by himself)."

- "I knew you could do it if you kept on trying."

6. Discuss the problem of timing. What is the effect of giving help too soon, before the child has a chance to complete a task himself? What is the effect of withholding help too long? How do children differ in the amount of help and encouragement they need?

7. How can we help a child handle failure? Why should these extremes be avoided: (a) trying never to let a child fail and (b) subjecting him to frequent failure? How can a small amount of failure be educational to the older preschool child? What should failure mean to the child?

- Something that happens now and then to everyone?
- A chance to learn how not to fail that way again?
- A chance to tackle a hard problem again?
- A part of the ups and downs of life?

Study how a particular child meets failure and disappointment. How can he be helped to deal with these inevitable life situations constructively? (Some frustrations and upsets that *the child can and does handle* will help him to grow up.)

#### Program Suggestions

- Invite a child guidance worker to present a case study showing how a child who at one time was timid and fearful was helped to develop self-confidence. Discuss ways in which home, nursery school, and child guidance clinic, if there is one, can cooperate.
- Invite a well-qualified nursery school teacher to give many concrete examples of how she helps children to deal with various kinds of failure and disappointment. Ask her to suggest ways in which parents might use similar methods in the home.
- Invite a panel of parents to discuss some of the difficulties that parents face today and how they can build up their own self-confidence by tackling these problems thoughtfully and energetically.
- Before the meeting, ask several members of the group to extract ideas on building self-confidence in children from the books and articles listed under "References" and also from other available books on child study and child psychology. Each idea could be discussed in turn, or else a summary of the various ideas could be made by a recorder, then presented to the group for discussion.

#### References

##### Books:

Fox, Lorene K.; Brogan, Peggy; and Butler, Annie Louise. *All Children Want To Learn*. New York: Grolier Society, 1954.  
Gilmer, Beverly von Haller. *How To Help Your Child Develop Successfully*. New York: Prentice-Hall, 1955.

##### Pamphlets:

Science Research Associates. 57 West Grand Avenue, Chicago 10, Illinois. 60 cents each.

Neisser, Edith G. *How To Live with Children*.  
Ridenour, Nina. *Building Self-Confidence in Children*.

##### Articles in the National Parent-Teacher:

LeShan, Eda J. "Assignment: Growing Up." October 1955, pages 8-10.

Strang, Ruth. "Preschool Prelude to School Success." April 1956, pages 19-21.

Films:

*Helping the Child To Face the Don't's* (11 minutes), Encyclopaedia Britannica Films.

*Preschool Incidents No. 1: When Should Grown-ups Help?* (13 minutes), New York University Film Library.

## II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"Confidentially Yours: Parent to Teacher, Teacher to Parent" (page 20)



### Points for Study and Discussion

1. Dr. Jung and Mrs. Hunter both draw a distinction between what parents contribute and what teachers contribute to an understanding of children. How has this worked out in your experience?

2. Dr. Jung says he hopes the teacher will hold his children to certain standards that match their capabilities. What do most schools do to make sure that teachers know what each child is capable of doing? How do teachers consider individual potentialities in teaching a class of thirty?

3. Dr. Jung emphasizes the importance of resisting mediocrity. We live in an age in which many influences tend toward uniformity: ready-made clothes, housing developments, book clubs, and so on. Do these necessarily lead to mediocrity? What can schools and homes do to prevent blind acceptance of the mediocre?

4. The author goes on to say that the elective system leaves children and parents at a loss. That system began as a revolt against a fixed academic curriculum, the same for everyone. If it is in effect in your schools, what electives (or choices) does it offer pupils? At what ages? In what parts of the school program? Has it worked successfully for your children? How should children be educated to make intelligent choices?

5. Do these terms mean different things to you: *guidance, counseling, teaching, vocational guidance?* How are they interpreted in your schools?

6. Mrs. Hunter urges that Johnny take part in some discussions with his parent and teacher. What advantages do you see in this? What preparation and follow-up do you think would be desirable?

7. Teachers, says Mrs. Hunter, wish for the kind of pupil who is mature enough to realize his responsibilities for learning. Do you have some sort of timetable of maturity for your child? Where do you place these tasks: making his own bed, getting ready for meals, starting his homework, budgeting his allowance, having dates with girls, tuning out murder programs on TV, learning to play a musical instrument, choosing his vocation?

Which of these statements do you accept?

- In time, each person becomes mature within the limits of his abilities.
- A person is always maturing; he never actually attains maturity.

8. The article gives some excellent illustrations of ways in which parents can make school learning meaningful in life experiences. Now, can you reverse this? In what ways can home learning experiences be appropriately strengthened and related to schoolwork? (Consider, for instance, a visit to a national forest or park; a historical pageant, movie, or TV program; sighting a satellite; moving into a new house; visiting a coal, copper, or other type of mine.)

9. Some "quotable quotes":

• "I do not want school to be easy for them, but why shouldn't it be an exciting place and as pleasant as possible?"

• "An education for all . . . implies a proper education for each."

• "When Johnny fails, we, his teachers, fail."

Are there others you particularly like?

### Program Suggestions

• Dr. Jung says, "As a parent I am not afraid of what you, a thoughtful teacher, would have to tell me about my children." But probably some parents are worried about teacher-parent conferences. You might want to plan a number of role-playing episodes to bring out some of the important features of such conferences: several neighbors discussing conferences—what happens and how they feel about them; a group of teachers discussing conferences—why they worry about them, what they hope for, what the difficulties are; or a family discussing the questions they want to ask.

• At this time of the year you might wish to stage a parent-teacher workshop. (The March 1954 *National Parent-Teacher* gives some suggestions on pages 23-25.) Problems for the workshop could include plans for home-school sponsored summer programs for children or perhaps a guide for teacher-parent conferences. Such a guide, summarizing a school's experiences with conferences, might be printed or otherwise duplicated to distribute to all parents. Another workshop problem might be a plan for school-assigned, home-supervised homework. (See a useful chart of suggestions in the *N.E.A. Journal* article listed under "References.")

• It is interesting to remember that the idea of parents' having responsibility for good school programs is primarily an American concept. If you have persons in your community who have lived or worked abroad, you might choose to have a symposium on "Schools in Other Countries and the Part Played by Parents." (See the December 1956 *National Parent-Teacher* for a fascinating report of Mrs. Rollin Brown's "Journey Through Japan.")

### References

#### Books:

Frank, Mary and Lawrence K. *How To Help Your Child in School*. New York: New American Library of World Literature, 1954.

Hymes, James L., Jr. *Effective Home-School Relations*. New York: Prentice-Hall, 1953.

Jenkins, Gladys Gardner; Shacter, Helen; and Bauer, William W., M.D. *These Are Your Children*. Chicago: Scott Foresman, 1953.

Langdon, Grace, and Stout, Irving W. *Teacher-Parent Interviews*. Englewood Cliffs, New Jersey: Prentice-Hall, 1954.

#### Pamphlets and a magazine article:

"Education—A Cooperative Enterprise." *N.E.A. Journal*, April 1953, pages 223-26.

Gabbard, Hazel F. *Working with Parents: A Handbook for Teachers*. Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C. 15 cents.

Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 60 cents each.

Foster, Constance. *Developing Responsibility in Children*. Goodykoontz, Bess. *Helping Children Get Along in School*. Grant, Eva H. *Parents and Teachers as Partners*.

#### Articles in the *National Parent-Teacher*:

Goodykoontz, Bess. "What Is Gained by Teacher-Parent Conferences?" September 1954, pages 23-25.

Harden, Mary. "Teacher and Parent Talk It Over." September 1956, pages 15-17.

Nicholson, Major Dennis D., Jr. "Going to a Teacher-Parent Conference?" June 1955, pages 33-34.

Shane, Harold G. "Do Parents Teach the Three R's?" October 1956, pages 4-6.

### III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"Why All These Young Marriages?" (page 4)

#### Points for Study and Discussion

1. There is no question but that there are more young marriages now than there used to be. Quoting United States census figures, your author reminds us that half of all American girls are married by their twentieth birthdays and that the median age for marriage of young men is slightly under twenty-three. This means that nearly 300,000 young people of high school age (under eighteen) were married in 1956 alone, with the possibility of even more in the current year. Since there are regional and community differences in average marriage ages, you may want to find out what the facts are in your town and county by asking your county clerk's office for current figures. Armed with data for your own community, you can see how relevant for your group the whole question of young marriage is. (Remember, though, that sheer numbers are not the whole story. There may be quite intense feelings over a very few cases.)

2. Now for the main question, "Why?" In answer, Dr. Christensen, who has studied American young people in both high school and college for some years, points to four major factors responsible for the trend toward young marriages:

- Ours is a marriage-minded culture, in which young people mature early.
- Marriage may mean security for the insecure, unhappy youngster.
- With both husband and wife holding jobs and/or with parental help, youth can afford to marry early.
- Some young people marry because they have to.

One point that your author merely mentions in passing is that growing up earlier today—which means having experience in dating, courtship, and going steady—may in truth ready some young people for marriage earlier than was the case a generation ago.

3. The inevitable next question is "Why should parents and teachers worry about youthful marriages?" Here the answers are complex, and both facts and feelings clamor for attention. Parents are rightly concerned that their sons and daughters be really ready for marriage before they take such an important step. They want the circumstances for the marriage to be just right. They are concerned, too, about further educational and vocational plans that may be sharply curtailed by a too-early marriage.

Kenneth Cannon, in studying 171 Nebraska high school girls who married while in school, found that although most of the underclass girls did not graduate, the senior girls did. Furthermore, an overwhelming majority of all married girls said that they would advise any girl contemplating marriage while in school either to graduate first or to finish high school after marriage.

4. Dr. Christensen recommends more adequate family life education, in home and in school, both to help young people soberly consider marriage as a mature responsibility and to prepare them better for marriage. In this there is strong support from other informed sources, such as the conclusion reached by H. H. Remmers of Purdue University:

Because a large number of high school students exchange their class rings for wedding rings immediately after graduation, high schools play an important role in preparing adolescents for marriage. Courses in family living, in home economics, and in personal problems can be most helpful.

#### Program Suggestions

• If your school offers one or more courses (or perhaps units within a course) in family living, preparation for marriage, or marriage and family relations, invite the teacher to meet with your group. Ask the teacher to tell you what topics are covered in the students' syllabus, which ones the students are particularly interested in, and how high school boys and girls themselves feel about young marriages. Allow enough time for informal discussion of the questions raised by members of the group.

• Your principal or guidance counselor may be able to give you the names and addresses of former students who married while in high school or immediately thereafter. Some of them might be willing to come to the meeting and answer such questions as these: "If you had it all to do over again, would you have married when you did?" "What problems have you had to face in your marriage that might have been avoided if you had waited?" "What did you gain by marrying when you did?" "How would you advise a high school student who was considering marriage while still in school?" In preparing for such a session, be sure to select an interviewer who will be considerate of the young people as well as aware of the interests of your group.

• Role-play the situation in which a seventeen-year-old high school girl comes home to ask "Should I marry Sam, now or later?" Before group discussion takes place, have a number of mothers act out what they would do in such a situation. If fathers too are present, be sure that one or more of them get an opportunity to show how they would handle the episode. Discuss the various approaches that have been indicated in the role-playing.

• Show the film *Are You Ready for Marriage?* (see "References") either to your group alone or with selected high school students as your guests. Be careful to preview the film and have your leader prepared to guide your group through a fruitful discussion period following the showing of the film.

#### References

##### Books:

Duvall, Evelyn Millis. *Facts of Life and Love for Teen-Agers*. New York: Association Press, 1956. (Popular Library edition, 1957. 35 cents.)

Morgan, William Henry and Mildred I. *Thinking Together About Marriage and Family*. New York: Association Press, 1955.

##### Pamphlets:

Kirkendall, Lester A. *Too Young To Marry?* Public Affairs Pamphlets, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.

Lerrigo, Marion O., and Southard, Helen. *Learning About Love*. American Medical Association, 535 North Dearborn Street, Chicago 10, Illinois. 50 cents.

Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 50 cents each.

Eckert, Ralph G. *What You Should Know About Parenthood*.

Neugarten, Bernice L. *Becoming Men and Women*.

##### Articles in the *National Parent-Teacher*:

Bowman, Henry. "Boy Meets Girl—Then What?" November 1956, pages 12-14.

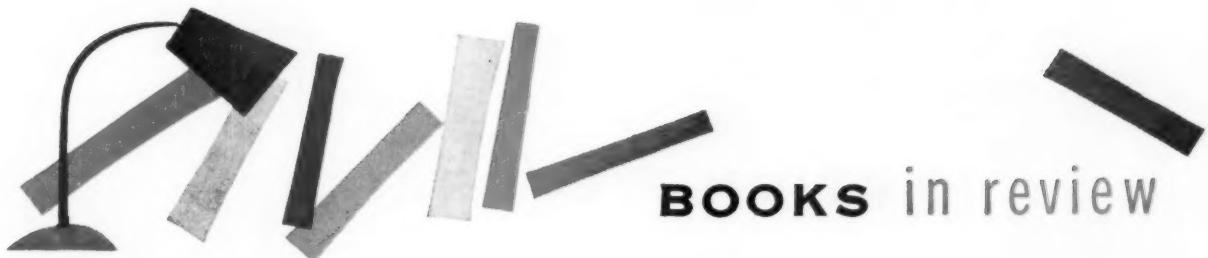
Duvall, Evelyn Millis. "Are They Too Young for Love?" March 1954, pages 4-6.

Hill, Reuben. "The Best Preparation for Marriage." January 1953, pages 4-7.

Kirkendall, Lester A. "School Bells and Wedding Chimes." March 1955, pages 8-10.

##### Film:

*Are You Ready for Marriage?* (15 minutes), Coronet.



## BOOKS in review

**THE PARENTS' GUIDE TO EVERYDAY PROBLEMS OF BOYS AND GIRLS.** By Sidonie M. Gruenberg. New York: Random House, 1958. \$4.95.

Real children scamper through the pages of this book—children charming and exasperating, dependent and self-willed, as unpredictable as puppies and as adorable as angels. It is they who vividly enliven the principles of child guidance that Mrs. Gruenberg, long a leading authority in this field, sets forth in clear and masterly fashion. Almost every principle is illustrated by an example from everyday living. You will recognize the problems of your family or of your classroom—and you will welcome the convincing, workable solutions offered.

If there is a single area of child guidance from preschool age to the early teens that isn't covered in this book, we haven't been able to find it! A few samples: how to see your child through the first day of school; how to "reason" with children; what to do when a child has trouble sleeping; how to manage jealousy among brothers and sisters; how to help children enjoy friendships; how to help them choose books, motion pictures, and television programs; the value of height and growth tables; what needs to be in the medicine cabinet; how to care for the child who is sick in bed; what to do about naughty words and sex play; and how to decide the question of a weekly allowance. There is also a chapter on the handicapped child and his family, and the closing pages consist of a useful reading list plus sources of special information.

One reason the book inspires so much confidence is that the author always respects the differences among children. A principle that holds true for your neighbor's child may have no validity for yours, or it may need to be interpreted in quite a different way. Since children don't all grow in the same pattern, it is just as important to cultivate a child's individuality as it is to acquaint him with the generally accepted standards of society.

Two years ago Sidonie Gruenberg was saluted by Dr. Benjamin Spock in these words: "You have helped millions of parents to enjoy their children more, and children to enjoy their parents." All in all, her new book is a treasure of tried experience that you will be sure to turn to over and over again for trustworthy help with your problems. It deserves top priority on the reading list of every parent.

**PARENTS AND THE SCHOOLS.** Thirty-sixth Yearbook of *The National Elementary Principal*. Washington, D. C.: Department of Elementary School Principals, National Education Association, 1957. \$3.50.

With this book, the 1957 yearbook of the Department of Elementary School Principals, we enter the eagerly awaited era in which the trend toward citizens' participation in education is wholeheartedly accepted. The book opens

with a forceful and witty article by William G. Carr, executive secretary of the N.E.A. According to Dr. Carr, the proper role of civic organizations in the government of the public schools is the crucial problem in educational leadership today. Educators, he believes, should accept gratefully this help from the outside while taking precautions against misusing it.

Many of the other contributors echo this view. Typical is the statement that concludes the article by Aaron Stern and also the yearbook itself: "A school system can be no better than the degree to which it reflects parent-school interaction."

Several of the articles are concerned with P.T.A. activities. For example, Mary Schloss, president of the Cincinnati Council of Parent-Teacher Associations, explains how P.T.A.'s function as a bridge between home and school in an article that concisely covers P.T.A. aims, organization, and policies. Borghild L. Olson and J. R. Neill, both school principals, describe successful P.T.A. discussion group meetings that helped parents decide what they wanted from the schools and also brought home to them their responsibility for cooperating with the schools. Mrs. Lee Blackwell tells, as room representative chairman of a P.T.A., how a number of committee chairmen worked together to plan classroom activities.

This is not only the best book on a vital and often sensitive subject; it is the only book in which current theory and practice in parent-teacher cooperation are carefully surveyed and evaluated. Filled with practical suggestions, many of them based on experiments or experience, the yearbook will be invaluable to educators, parents, and other citizens who have a lively concern for the public schools. Parent-teacher leaders will do well to give it as wide a circulation as possible.

**TIME FOR MUSIC—A GUIDE FOR PARENTS.** By Beatrice Landeck. Public Affairs Pamphlet No. 260. Public Affairs Committee, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.

"If you would have your child enjoy music throughout his life, let him enjoy it now," writes Miss Landeck, well-known music educator, in this interesting and practical pamphlet. She goes on to tell how parents can help their children learn to love music. Only after a child becomes sensitive to the qualities of music and to the feelings it expresses, she says, will he be ready to take lessons on a musical instrument. Selecting the instrument, managing practice hours, coping with occasional discouragements—these and other matters are dealt with in a forthright fashion.

The author's focus throughout is on the child, not the music lessons, which is as it should be. This booklet can help you give your child—whether or not he receives formal instruction in music—a capacity for enjoyment that will enrich his entire life.



## MOTION PICTURE previews



### PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS. LOUIS L. BUCKLIN

#### ADULTS AND YOUNG PEOPLE

**The Adulteress**—Times. Direction, Marcel Carné. This powerful murder melodrama, based on Emile Zola's novel *Thérèse Raquin*, is brilliantly acted and directed. Suffocating under the domination of the cruel and possessive mother of her neurotic husband, a young girl falls in love with a handsome truck driver and decides to run away with him. Gruesomely compelling are the scenes in which the mother-in-law, completely paralyzed after the shock of her son's sudden death, follows her daughter-in-law accusingly with glaring, hate-filled eyes. French dialogue, English titles. Leading players: Simone Signoret, Raf Vallone. Adults 15-18 12-15  
Excellently produced Mature No  
murder melodrama

**The Beggar Student**—Baker. Direction, Klaus Stonenholz. An outraged commandant, publicly slapped by the daughter of an ambitious baroness, forces a handsome beggar to pretend to be a wealthy aristocrat and marry the young lady. Romance blossoms while revolution brews. There are touches of old-fashioned comic opera and much lighthearted singing. A delightfully produced German musical. English titles. Leading players: Gerhard Riedmann, Ellen Kessler.

Adults 15-18 12-15  
Old-fashioned Entertaining Yes  
but nice

**The Brothers Karamazov**—MGM. Direction, Richard Brooks. Dostoevski's great novel has been made into a colorful, absorbing murder melodrama—well acted, excitingly photographed, and lavishly produced. The picture does not depict the book's intense preoccupation with guilt nor its uncanny insight into character. Scenes of lust achieve impact; attempts to portray spiritual agony do not. Yul Brynner looks the part of Dmitri, the profligate son accused of murdering the father he hated, but he reveals no intensity of feeling. Maria Schell as Grushenka conveys a mysterious sweetness as she plays father against son. Lee J. Cobb, in the role of the father, is not given time to spin the web of evils that were to enmesh his sons and lead inevitably to his destruction. Leading players: Maria Schell, Yul Brynner, Claire Bloom, Lee J. Cobb.

Adults 15-18 12-15  
Adult murder Mature No  
melodrama

**Count Five and Die**—20th Century-Fox. Direction, Victor Vicas. In this little melodrama, supposedly drawn from official World War II records, British and American intelligence try to convince the Germans that the allied invasion will take place through Holland. An English and an American officer form a documentary film company as a blind for their activities, but a pretty spy in their midst almost halts their efforts. Leading players: Jeffrey Hunter, Nigel Patrick.

Adults 15-18 12-15  
Fair Fair

**The Cowboy**—Columbia. Direction, Delmer Daves. Based on Frank Harris' *My Reminiscences as a Cowboy* and laid in the 1870's,

this grippingly alive film tells the story of a cattleman's journey from Chicago to Mexico and back to secure cattle. Glenn Ford plays with vigor the role of the self-sufficient cattle baron whose word is his bond. Jack Lemmon, as the tenderfoot who wangles his way into a partnership much against the cattleman's will, is excellent. Mr. Ford takes out his anger in a cruel toughening-up process that shocks and alienates the younger man. The end result, however, is that the cattleman becomes more of a man as the tenderfoot hardens into a first-rate cowboy. The photography is superlative. Leading players: Glenn Ford, Jack Lemmon.

Adults 15-18 12-15  
Excellent Mature

**"Damn Citizen"**—Universal-International. Direction, Robert Gordon. A "damn citizen" who can't be bought, Colonel Francis C. Grevemberg, World War II veteran, is made superintendent of the Louisiana State Police in 1952 by friends who hope that he will be able to end state-wide corruption. This is his story, told in cops-and-robbers style. Characterizations and language are stilted, but authenticity is gained through the use of actual settings and native characters in bit parts. As depicted in this film, however, the project was pretty much a one-man show, with the hero riding roughshod over many citizens. Leading players: Keith Andes, Maggie Hayes.

Adults 15-18 12-15  
Fair Fair

**Darby's Rangers**—Warner Brothers. Direction, William Wellman. Semidocumentary scenes of special combat troops in World War II, their disciplined training in Scotland, and their deeds of daring and valor in spearheading invasions in Europe and North Africa are combined with an abundance of unimpressive love scenes. Major Darby's rangers deserve better treatment. Leading players: James Garner, Etchika Choureau.

Adults 15-18 12-15  
Uneven Uneven Poor

**Desire Under the Elms**—Paramount. Direction, Delbert Mann. An earnest attempt has been made to transfer Eugene O'Neill's stark New England tragedy to the screen. But the film fails to portray the large, sustaining passions that lead toward inevitable, terrifying, but majestic climax and catharsis. The rigid, patriarchal father, played with gusto by Burl Ives, is a pitiful buffoon, despite his ruthless possessiveness toward his land. His embittered youngest son, played by Anthony Perkins, has a sensitive boyish charm that reveals no inner torment. As the father's tempestuous young wife who also fights for ownership of her home, Sophia Loren is too conscious and respectful of her classic role. Greed, hatred, and the infatuation of the two young people culminate in shocking murder. Leading players: Sophia Loren, Anthony Perkins, Burl Ives.

Adults 15-18 12-15  
Disappointing Mature

**Diamond Safari**—20th Century-Fox. Direction, Gerald Mayer. Like a melodramatic movie serial this picture is divided into episodes. The thread that ties them loosely together is the hero, stalwart Kevin McCarthy, a private investigator. Hired to track down diamond smugglers in South Africa, he takes time to free an innocent native accused of murder and to restore an Englishman to himself by assisting him in a lion hunt. Ultimately he captures the diamond smugglers by flirting with their pretty

ringleader. Mediocre production values. Leading players: Kevin McCarthy, Betty McDowell.

**Adults** 15-18 **Poor** 12-15 **Poor**

**The Female Animal**—Universal-International. Direction, Harry Keller. A reigning Hollywood queen, played by Hedy Lamarr, has for many years taken or bought whatever she wanted. In trying to possess a young extra, however, her crude tactics fail, and she loses him to her daughter. Her reaction to the discovery of their love runs the gamut from drunkenness and attempted self-destruction to bedside reconciliation and noble renunciation as the actress plays her "greatest real-life scene." Leading players: Hedy Lamarr, Jane Powell.

**Adults** 15-18 **Poor** 12-15 **No**

**The Gift of Love**—20th Century-Fox. Direction, Jean Negulesco. A glossy, sentimental tale for ladies who love to cry. Happily married to a famous scientist, Miss Bacall discovers she has heart trouble and will soon die. So that her husband will have someone to take care of him when she dies, the childless wife adopts a little girl from an orphanage. The child, however, is highly fanciful (at one time she imagines herself to be a horse) and irritates the logically minded husband. After his wife's death the girl tries hard to fill her adopted mother's place, but it takes an accident and a mysterious premonition to set things straight between father and daughter. Leading players: Lauren Bacall, Robert Stack, Evelyn Rudie.

**Adults** 15-18 **Poor** 12-15 **Poor**

**And God Created Woman**—Kingsley-International. Direction, R. Vadim. No deity but a confused, emotion-starved age created the character of this woman. An unkempt orphan living in a village on the sea in southern France, she has discovered that her physical attractiveness is a valuable attention-getting commodity. She uses it aggressively and blindly in her efforts to obtain what she wants and involves a ship-building family of sons and the company boss in a lot of trouble. A well-made film that offers nothing much but gray unhappiness and uncertainty, though it ends with a dim but effortful resolution toward such traditional standards as decency and discipline. Leading players: Brigitte Bardot, Jean-Louis Trintignant.

**Adults** 15-18 **No** 12-15 **No**

**The Goddess**—Columbia. Direction, John Cromwell. This film, written by Paddy Chayefsky, is the pathetic life story of a famous film star. As a child our heroine has a lonely existence in a sordid, ugly southern town. As a young girl she buys with her body the acceptance she can find in no other way. As a woman she achieves a highly successful screen career, but her two marriages are failures. Unable to love or receive love, she cracks up and becomes an alcoholic. Kim Stanley, in her first motion picture role, does an outstandingly good job as the actress. Leading players: Kim Stanley, Lloyd Bridges.

**Adults** 15-18 **No** 12-15 **No**

**Heart of Vienna**—Casino Films. Direction, Geza von Bolvary. Here is a film for those who like the old Viennese songs and the lighthearted sentiments that accompany them. The story centers on the lives of the Shramel Quartet, world-famous players and composers of Viennese music, and the endeavors of a gallant, misty-eyed folk singer to establish them in their musical careers. English titles. Leading players: Marte Harell, Paul Hoerbiger.

**Adults** 15-18 **Possibly** 12-15 **Mature**

**High Hell**—Paramount. Direction, Burt Balaban. An old-fashioned action picture in which a glamorous young woman, separated from her miner husband, lives on an isolated mountain top with a tough mining crew. Working in icy winter, the men are hoping to discover gold in an old mine before spring brings other prospectors. The possibility that dynamiting may set off a snow avalanche that could bury the town below adds mild suspense. Slender John Derek plays the hero's role, protecting the lady from the amorous miners and ultimately claiming her for himself. Leading players: John Derek, Elaine Stewart.

**Adults** 15-18 **Mediocre** 12-15 **Mediocre**

**I Was a Teenage Frankenstein**—American International. Direction, Herbert Strock. Since *Frankenstein* proved such a great box office success with teen-agers, it is not surprising that shrewd minds should conclude that a similar film in which teen-agers themselves are involved would prove even more lucrative. In this picture an English scientist constructs a living human monster out of the corpse of a teen-age boy killed in a motor accident. Production values are fair. Leading players: Whit Bissell, Phyllis Coates.

**Adults** 15-18 **Too ghoulish for the sensitive** 12-15 **No**

**Kathy-O**—Universal-International. Direction, Jack Sher. Patty McCormack plays the role of a famous child motion picture star who is considered a temperamental brat by those exploiting her talents. When the child rebels and runs away, her public relations manager finds her and takes her to his home. His wife senses the child's loneliness under her rebellious attitude, his sons greet her as a long-lost playmate, and the girl is allowed to stay overnight. The press screams that she has been kidnaped, and a reward is offered for her recovery. Her manager realizes that he cannot return her to her home, since the "kidnapping" will be considered a publicity gag and he will be fired. The acting is generally good, but the script is limited. Smooth production values. Leading players: Patty McCormack, Dan Durvea, Jan Sterling.

**Adults** 15-18 **Yes** 12-15 **Yes**

**Lost Lagoon**—United Artists. Direction, John Rawlins. A grade B movie about a South Sea romance between a middle-aged lawyer, shipwrecked and washed up on a tropical island, and a young married woman. Cheap, hackneyed treatment. Leading players: Jeffrey Lynn, Peter Donat.

**Adults** 15-18 **Very poor** 12-15 **No**

**Seven Hills of Rome**—MGM. Direction, Roy Rowland. Beautiful panoramic views of Rome add greatly to the attractiveness of this Mario Lanza vehicle. Playing the role of a television star, Mr. Lanza follows his wealthy love to Rome only to discover a comely and equally well-endowed Italian miss, who falls in love with him. The film deals chiefly with Mr. Lanza's romantic and professional troubles. It also gives him an opportunity to render a dozen or more songs, from operatic arias to popular numbers, in his powerful tenor voice. Leading players: Mario Lanza, Peggie Castle, Renato Rascel.

**Adults** 15-18 **Lanza fans** 12-15 **Lanza fans** 12-15 **Lanza fans**

**The Ship Was Loaded**—George K. Arthur. Direction, Val Guest. Two English buddies of World War II, a lieutenant commander of a submarine chaser and a parliamentary secretary to the First Sea Lord, celebrate their chance meeting with much conviviality and wake up the next morning to discover they have exchanged clothes and jobs. The fun begins when they attempt to preserve their mistaken identities, although each is completely ignorant of the other's job. Slapstick on the high seas satirizing navy brass has become popular film fare with the British. This



A charming scene from "The Frog Prince," one of the 16mm films reviewed on the following page.

lampoon, more dogged than inspired, attempts to achieve humor through fast pace and frenzied plotting. Leading players: David Tomlinson, Brian Reece.

Adults	15-18	12-15
Fair	Fair	Fair

**Summer Love**—Universal-International. Direction, Charles Haas. *Summer Love*—in this case, teen-age love—is an ordinary recitation of the symptoms, progress, and mild anguish of the "steady romance" temporarily endangered by a summer siren. The five-man rock-and-roll combo of teen-ager John Saxon obtains its first professional engagement at a coed summer camp, and it is in this setting that problems of romance and careers are worked out. Leading players: John Saxon, John Wilder, Jill St. John.

Adults	15-18	12-15
Fair	Fair	Fair

**The True Story of Lynn Stuart**—Columbia. Direction, Lewis Seiler. A young woman leaves her husband and child to work as undercover agent in exposing a dope ring. The ring had been instrumental in making a dope addict out of her nephew and then brutally killing him. Although supposedly based on a true story, this routine melodrama has clung to cops-and-robbers clichés. Leading players: Betsy Palmer, Jack Lord.

Adults	15-18	12-15
Mediocre	Poor	Poor

## 16MM FILMS

**Action for Traffic Safety**—National Education Association in cooperation with National Congress of Parents and Teachers and National School Boards Association. 14 minutes. More comprehensive than its title indicates, this film provides a widely based program for safety education that will "prepare children to meet the natural and inescapable hazards of modern living." These include not only traffic hazards but those involved in controlling the natural resources that work for us, in handling instruments, and in learning driver skills as well. Colorful classroom scenes show how safety can become an integral part of everything that is taught, so that children develop the judgment to deal with potential as well as existing hazards. Of particular interest as program material, because of the vital role played by the P.T.A. in establishing a community safety program, this film has a wide range of interest for both young people and parents.

**Age of Turmoil**—McGraw-Hill. 20 minutes. Another impressive addition to the "Adolescent Development" series, this picture will provide parents many chuckles as it describes some of the extremes of physical change and behavior of the early teens. It also gives reassurance to parents that much of their adolescent children's unconstructive criticism of friends and family, unrealistic ideas about the future, and uneven mental and physical development is temporary and normal.

**Being Different**—National Film Board of Canada. 8 minutes. A sympathetic portrayal of the dilemma of youngsters who do not pursue typical group activities. Ridiculed for his interest in an unusual hobby, a young boy experiences the pressure for conformity that makes "being different" frequently a very uncomfortable position. His problem is left unresolved, to stimulate group discussion.

**The Bright Side**—Contemporary Films, Inc. 23 minutes. Emphasizing the joys and rewards of family life rather than its pitfalls, this film is a long-needed antidote for the insecurities and anxieties that so often afflict modern parents. Sensitive photography of warm, intimate moments and the friendly, relaxed approach of the parents to their brood's little problems.

**Choosing a Leader**—National Film Board of Canada. 8 minutes. Another in the "What Do You Think?" series, this film shows how a group of youngsters choose a leader when they are unable to find their way out of the woods after an outing. Vigorous discussion is sure to follow the wide range of leadership qualifications suggested in the film. Stimulating to both adult and student groups.

**"The Frog Prince," "The Magic Horse," "Snow White and Rose Red," and "The Three Wishes"**—Contemporary Films, Inc. 10 minutes each. Through the artistry of Lotte Reiniger, an enchanting visual world of lifelike silhouettes unfolds for young audiences. The familiar fairy tales are re-created with deftness and humor. Exquisite workmanship enhances the story, providing a real treat for children, who may wish to try their skill at this art.

## MOTION PICTURES PREVIOUSLY REVIEWED

**All Mine To Give**—Children, mature; young people, possibly; adults, matter of taste.

**All at Sea**—Children, mature but delightful; young people, very enjoyable; adults, delightful.

**An Alligator Named Daisy**—Light entertainment.

**April Love**—Children and young people, very good; adults, good.

**The Baby and the Battleship**—Amusing.

**Baby Face Nelson**—Children and young people, no; adults, matter of taste.

**Bitter Victory**—Children, no; young people, too mature; adults, uneven.

**The Bolshoi Ballet**—For lovers of the dance.

**Bombers B-52**—Good of its type.

**Bonjour Tristesse**—Children and young people, no; adults, slick and sentimental.

**The Bridge on the River Kwai**—Excellent.

**Cabiria**—Children, too mature; young people, no; adults, excellent of its type.

**Campbell's Kingdom**—Entertaining.

**The Comedamore**—Children, good; young people, yes; adults, good.

**Cast a Dark Shadow**—Children, mature; young people and adults, well-produced English thriller.

**Chase a Crooked Shadow**—Good mystery.

**The Colditz Story**—Lively, entertaining melodrama.

**Crash Landing**—Fair.

**The Dalton Girls**—Western fans.

**Day of the Bad Men**—Children and young people, considerable brutality; adults, well-acted western.

**Decision at Sundown**—Western fans.

**The Deep Six**—Mediocre.

**Eighteen and Anxious**—Children, no; young people, poor; adults, uneven.

**The Enemy Below**—Children, mature; young people and adults, excellent.

**Escape from Red Rock**—Mediocre western.

**Escape from San Quentin**—Poor.

**A Farewell to Arms**—Children, no; young people, confusion of values; adults, for the truly adult.

**Flood Tide**—Children, very mature; young people, mature; adults, good but uneven.

**Fort Dobbs**—Western fans.

**Gates of Paris**—Children, no; young people, mature; adults, excellent of its type.

**Ghost Diver**—Children and young people, matter of taste; adults, mediocre.

**Girl Most Likely**—Fair.

**Golden Age of Comedy**—Children, yes; young people and adults, amusing.

**The Green Eyed Blade**—Children and young people, no; adults, poor.

**Gus Fever**—Children, no; young people and adults, poor.

**The Hard Man**—Western fans.

**Harlem—Wednesday**—Children, no; young people, mature; adults, interesting.

**Hell Bound**—Children, no; young people and adults, poor.

**The Hunchback of Notre Dame**—Fair.

**Accuse**—Children, yes; young people and adults, interesting.

**The Invisible Boy**—Entertaining science fiction.

**Jailhouse Rock**—Poor.

**Jamboree**—Children and young people, rock-and-roll fans; adults, matter of taste.

**Kiss Them for Me**—Children, no; young people, mature; adults, fair.

**The Lady Takes a Flier**—Light comedy.

**Lafayette Escadrille**—Children, no; young people, mature; adults, nostalgic, well produced.

**Legend of the Lost**—Children, no; young people, poor; adults, tough and phony.

**The Long Hunt**—Children and young people, poor; adults, mediocre.

**Love Slaves of the Amazon**—Children and young people, very poor; adults, poor.

**Man on the Prowl**—Children, no; young people, poor; adults, mediocre.

**Man in the Shadow**—Children, no; young people and adults, poor.

**Merry Andrew**—Excellent.

**The Missouri Traveler**—Children and adults, entertaining; young people, yes.

**Mosolith Monsters**—Science-fiction fans.

**Mustang**—Routine western.

**The Mystery of Picasso**—Children, mature; young people, mature, art students; adults, excellent.

**Old Yeller**—Good.

**Order**—Children, mature; young people, mature but excellent; adults, excellent.

**Pal Joey**—Children and young people, no; adults, matter of taste.

**Panic in the Parlor**—Children and young people, doubtful; adults, matter of taste.

**Paths of Glory**—Children and young people, mature; adults, good.

**Peyton Place**—Children, no; young people, mature; adults, absorbing.

**Plunder Road**—Well produced.

**Portugal**—Good.

**The Quiet American**—Children, no; young people, mature; adults, good.

**Raintree County**—Children, mature; young people and adults, uneven.

**Razzia**—Children and young people, no; adults, matter of taste.

**Ride a Violent Mile**—Children and young people, poor; adults, western fans.

**Rockabilly Baby**—Children, understandable; young people, boring; adults, fair.

**Sad Sack**—Good.

**The Safe Cracker**—Fair.

**Sayonara**—Children, no; young people, very mature; adults, good.

**Search for Paradise**—Entertaining travelogue.

**Sing Boy Sing**—Children, very mature; young people, mature; adults, matter of taste.

**The Smallest Show on Earth**—Children, mature; young people and adults, amusing.

**Smiles of a Summer Night**—Children and young people, no; adults, matter of taste.

**Spanish Affair**—Children, yes; young people and adults, good travelogue, light story.

**Steel Bayonet**—Children, grim; young people, mature; adults, good of its kind.

**The Story of Vickie**—Children, yes; young people, entertaining; adults, light comedy.

**The Tarnished Angels**—Children and young people, no; adults, well-produced, sordid drama.

**This Is Russia**—Children and young people, yes; adults, interesting.

**Tiger by the Tail**—Children, very poor; young people and adults, poor.

**Wild Is the Wind**—Children and young people, no; adults, matter of taste.

**Witness for the Prosecution**—Excellent murder mystery.

**The World Was His Jury**—Children and young people, yes; adults, routine courtroom drama.

**Young and Dangerous**—Children and young people, good; adults, thought-provoking.

## OPINIONS BY POST

### Views on Changing the School Calendar

Dear Editor:

We are writing about the article on changing our school calendar.

We want our school calendar to stay the same as it is. By the time our school term is over, we find that our children need a rest from school and homework. During the summer our families can plan things together without interference. It is at this time of the year that we really get to know our children because we can all be together.

We know that a good education is the most important thing in our children's lives, but we feel that children also need a summer vacation to be really fit for another school term.

Let's see that our children always have a summer vacation.

AIRPORT P.T.A.

Signed by:

Mrs. Ernest C. Miller, *president*; Mrs. M. J. O'Brien, *vice-president*; Mrs. Robert H. Long, *secretary*; Mrs. A. McNary, *treasurer*; L. D. Spradling, *principal*; Mrs. Howard J. Clay, Mrs. Clyde Dooley, Mrs. Paul W. Drake, Mrs. Glen Earhart, Philip Gusseth, Mrs. A. J. Hoover, Mrs. J. M. Johnson, Mrs. F. B. Jones, A. McNary, Mrs. Sid Richardson, Mrs. A. J. Swinney, Mrs. Kendall Wallace, Mrs. H. L. Wilemon, and Mrs. Harold Woods.

Big Spring, Texas

Dear Editor:

Year-round school? I'm afraid my decision is no. I'm 100 per cent for finding better ways of educating our children and will do all in my power to help, but summer in our home means "togetherness." What greater education can children receive than learning from their parents the meaning of being loved and how to love? In the vacation period our children are educated by family trips and recreation. They love the lake, zoos, and parks. Even rides in the country can teach many lessons that books can't teach.

For the sake of close family ties, I hope we'll fight to keep our summer vacation, so we can have some time to share with our children.

MRS. R. L. POMROY

Youngstown, Ohio

### A Dissenting Opinion

Dear Editor:

After reading Richard Krolik's prescription for better television ("Opinions by Post," December 1957), I feel horribly depressed that television is in the sad state he has pictured.

Mr. Krolik says, "There is no need to enumerate the effects the one-eyed monster is having on our children and our homes." He certainly takes an exceptionally negative attitude. What's wrong with the "toddlers' adorable imitations of commercial jingles"? Don't children play records over and over again and sing nursery rhymes as they grow older? Don't they sing the popular songs of the day?

Mr. Krolik states in his first paragraph that his sights had been set on great human drama, news, and public

service. If he feels that he is not receiving these, he should watch television more often. He should watch programs such as *Twentieth Century* or *Wide, Wide World*.

Television is primarily an entertainment medium, something I think Mr. Krolik forgets. He questions whether or not the "public is well served with a steady diet of quiz and agony shows, soap operas and ancient movies, westerns and popular singers." The quiz shows have had their good effects as well as their bad. They have stimulated the quest for knowledge in a great number of people. Bible sales have increased when questions about the Bible have been asked on quiz programs. Charles Van Doren's long tour of duty on *Twenty-One* brought out the point that there is such a thing as a well-rounded, educated person.

The so-called agony shows play their part too, although I would say they are on their way out. The place of soap operas in the American way of life cannot be disputed.

We now come to the question of ancient movies. No matter how old a movie may be, if it was good entertainment when it was made, it certainly is good entertainment today. . . . I also fail to see what is wrong with westerns and popular singers. People do enjoy them and always will.

Programs about education and other vital topics can attract an audience when they are done in an entertaining fashion. Put Dr. Baxter on, teaching Shakespeare, and you have an excellent personality who can attract an audience. Put on a poor personality in place of Dr. Baxter and you will have no audience whatsoever. The old saying, "The play's the thing," still holds true, whether in education or in entertainment.

As president of a P.T.A. here in Rhode Island, I am well aware of television's influence on youngsters and adults. And I know that all stations welcome criticism that is constructive and down to earth, but they certainly do not go for intellectual snobbery or just plain ridicule.

J. S. SINCLAIR

### "Can Babies and Careers Be Combined?" Not for This Mother

Dear Editor:

Occupation: housewife and mother. I've written it many times, and I'm glad! Also proud, because this is an opportunity to fulfill my destiny. Old-fashioned, you say. I agree. For having voluntarily said "I do," I chose the very destiny which was Grandma's. Only I shall fulfill mine in the twentieth-century way.

The pendulum has swung a long way from what Grandma believed. But now it's on its way back. Another ten years and the majority of women will come forward to be counted in this dual role as housewife and mother. At least I hope so!

Currently we read articles which plead for women to put their husbands back as masters of the home. The man whose pay check supports his family has a big slice of importance. And the woman who mothers the children and runs an efficient home has earned a fair slice as well.

The happy home is the foundation for the child's security. This is the way it is at our house. First of all, washing, ironing, mending, and cleaning are done on time and according to my liking when I do them myself. And surely I'm no slave, with all the mechanical helps. Dinner is planned and ready on time. Vacations are planned whenever Daddy is available. It's free and easy living according to a pattern. It's natural home life.

I have time for our children. Time to see that their relations with each other are guided into the right mold—a little normal quarreling, but far more comradeship and mutual respect. I have time for family activities and time for chauffeuring the children to their activities. I am on hand to say "Good-by" when they leave for school and "Hello" when they return. When they are ill I am at home with them.

You see, I am an egotist of a sort. I believe that there is no other woman who can care for these children and this home as well as I. And while I remain God's choice, I'm it.

Because it keeps me close to the children, I find satisfaction in scout work, P.T.A. activities, and church work. I've heard many a career woman either scoff at, or honestly admit she has no time for, such groups. No time for character building and better education?

Now I shall turn around on this soapbox of mine. I am not the selfless individual I may sound. First of all, the dual role that I play brings me great satisfaction. I enjoy every minute of it. But it is not my complete life. I try to manage these affairs according to a routine so that I shall also have time for myself. I have tried to create a hobby (or part-time career) within the time that is left, a hobby which for the most part does not take me away from home. I suspect many women feel a strong urge for creativeness. And in response to that yearning many mothers have successfully uncovered a talent they can develop at home.

Though mostly I build my creative endeavors around the family, there are times when they cooperatively adjust to my schedule. And so I never have reason to be saddled with the martyr role as a mother. Yet with this ability "in my own right" I shall be ready, when the time comes, to free the children for their own lives and decisions.

Combine babies and careers? Not for me. But then this is America 1958. If you're doing it successfully, I bow to your ability. Who's to judge in the mixing which recipe will turn out the best product? JUANITA ORTON KEITH Des Moines, Iowa

### Help Them Keep Their Balance

Dear Editor:

Is your child going away to college year after next? I ask this question of you and *National Parent-Teacher* readers not as an educator but as a father. We know by now that children grow up, it seems, overnight. Sometimes we refuse to face that fact until a certain September morning when we are in one section of the country and they are in another—gone off to college.

Too late to ask ourselves if we have used all the training devices that have been ours, if we have given them enough love and advice and understanding so that they can survive without our daily guidance. The answer doesn't matter now, but I would like to tell you about a device we used to help get our daughter ready for college. It does not concern character or morals because if we have not already inculcated these, it is a little late to start. It concerns money.

Every parent knows what a high school education costs. There are lunches, tickets, club dues, dances, charity drives, gifts, and so on. An allowance of two or three



dollars a week for our youngster in the eleventh grade was never sufficient for all such expenses, plus emergencies.

We finally had a heart-to-heart financial talk with our daughter. The outcome: "When you are a senior we will open a bank account for you, and you can manage it yourself." After much figuring, we decided that a hundred dollars a semester would take care of her daily lunches and other expenses. The plan has worked wonders. Our child has lived within her budget. She has learned to write checks and balance a checking account. She has had financial independence for the first time in her life. We believe that next year at college she will be able to handle her finances far better than if she had had no training at all in this important phase of growing-up. Think it over. We felt it was a good idea.

LORAN L. SHEELEY

Principal, Miami Jackson High School  
Miami, Florida

### A's Without Ease

Dear Editor:

A lot has been written about the shortage of scientists, physicians, qualified teachers, engineers, and other highly skilled men and women. These specialists in the future must come from a group of exceptionally bright students now in school.

Let's have a look at a bright child in grade school. He is put in an average classroom geared to the average student. He learns without effort all that his teacher presents to the class. He may be asked to help out the slower children, but this does nothing to encourage him to think.

The student enters high school and finds the same situation, except in the case of a few academic subjects. When he enters college and encounters subjects such as science and mathematics, which require some really deep thinking, he will often either quit college or change to an easier course. The habit of sliding through school without effort for twelve years is too much to overcome.

It seems to me that our problem, if we would have enough highly trained men and women in the future, starts in the first grade—or even sooner. Our bright children must be taught to use their brains to the best advantage of themselves and mankind.

MRS. ROBERT HARRIS

Kansas City, Missouri

### What Charming Prose!

Dear Editor:

The money order enclosed is for five copies of your November 1957 issue. I am planning, among other things, to give the TV article to some of our teachers. All in all, it was a fine issue.

My fourteen-year-old son grabs the magazine before I have a chance to see it. He likes the special articles and movie reviews so much!

MRS. MICHAEL FREEMAN

Toronto, Ontario, Canada

HONORARY VICE-PRESIDENTS: Miss Ellen G. Lombard, Mrs. Fred M. Raymond

## DIRECTORY OF THE BOARD OF MANAGERS, NATIONAL CONGRESS OF PARENTS AND TEACHERS

### OFFICERS

#### NATIONAL PRESIDENT

Mrs. Rollin Brown, 1134 North Orange Drive  
Los Angeles 38, California

#### AIDES TO THE PRESIDENT

##### FIRST VICE-PRESIDENT

Mrs. James C. Parker, 1729 Union Boulevard, S.E.  
Grand Rapids 7, Michigan

##### SECOND VICE-PRESIDENT

Dr. J. C. Moffitt, Provo Public Schools, Provo, Utah

#### VICE-PRESIDENTS

Mrs. Bertram Hadley, North Weare, New Hampshire  
Mrs. A. L. Hendrick, 504 Road of Remembrance,  
Jackson, Mississippi  
Mrs. Ralph Hobbs, Cataula, Georgia

#### SECRETARY

Mrs. L. W. Alston, The Highlands, Apt. 510,  
1914 Connecticut Avenue, N.W., Washington 9, D.C.

#### IMMEDIATE PAST PRESIDENT

Mrs. Newton P. Leonard, 341 Sharon Street  
Providence, Rhode Island

#### TREASURER

Mr. James H. Snowden, 3703 Washington Street  
Wilmington, Delaware

### NATIONAL CHAIRMEN OF STANDING COMMITTEES

#### AUDIO-VISUAL SERVICES:

Mrs. Louise S. Walker, 3233 Livingston Street,  
N.W., Washington 15, D.C.

#### CHARACTER AND SPIRITUAL EDUCATION:

Mrs. A. O. Haislip, 1324 North Thirty-fourth  
Street, Birmingham, Alabama

#### CITIZENSHIP:

Mrs. Albert Solomon, 1605 Xavier Street, Denver  
4, Colorado

#### CONGRESS PUBLICATIONS:

Mrs. James P. Ryan, 309 West Holly Street, Phoenix,  
Arizona

#### COOPERATION WITH COLLEGES:

Mrs. Edith McBride Cameron, 805 Seagle Building,  
Gainesville, Florida

#### EXCEPTIONAL CHILD:

Mrs. C. F. Schmidt, 607 South Menlo Avenue,  
Sioux Falls, South Dakota

#### HEALTH:

Henry F. Helmholz, M.D., 799 Third Street, S.W.,  
Rochester, Minnesota

#### HIGH SCHOOL SERVICE:

Mrs. C. Wheeler Detjen, 420 South Gore, Webster  
Groves 19, Missouri

#### ALABAMA:

Mrs. J. H. Rutledge,  
1104 Montvue, Anniston

#### ALASKA:

Mrs. John Horning,  
927 Cordova, Anchorage

#### ARIZONA:

Mrs. Leland Burkhardt,  
3949 East Desmond Lane, Tucson

#### ARKANSAS:

Mrs. Carroll Watson, Osceola

#### CALIFORNIA:

Mrs. Russell Scott,  
435 California, Salinas

#### COLORADO:

Mrs. Daniel W. Richardson,  
P. O. Box 145, Wheat Ridge

#### CONNECTICUT:

Mrs. Roy L. Cole,  
91 Water Street, Stonington

#### DELAWARE:

Mr. James M. Rosbrow,  
516 West 40th Street, Wilmington 2

#### D. C.:

Mr. John B. Gilliland,  
2147 F Street, N.W., Washington 7

#### FLORIDA:

Mrs. W. L. Mussett,  
8825 Colony Road, Miami

#### GEORGIA:

Mrs. Knox Walker,  
979 Los Angeles Avenue, N.E., Atlanta 6

#### HAWAII:

Mrs. Teruo Yoshina,  
1811 Mott-Smith Drive, Honolulu

#### IDAHO:

Mrs. George Tonkin, Jr.,  
2825 Mountain View Drive, Boise

#### ILLINOIS:

Mrs. Milton L. Wiener,  
422 Central Avenue, Wilmette

#### INDIANA:

Dr. Christian W. Jung,  
518 North Delaware Street, Indianapolis 4

#### IOWA:

Mrs. George N. Albrecht, Jr.,  
1915 North Howell, Davenport

#### KANSAS:

Mrs. J. E. Beth,  
1106 North C, Wellington

#### KENTUCKY:

Mrs. Raymond Bolton,  
213 Hanlin Street, Corbin

#### INTERNATIONAL RELATIONS:

Mrs. Durand Taylor, 24 Fifth Avenue, New York  
11, New York

#### JUVENILE PROTECTION:

Mrs. E. L. Church, 1004 Homecrest, Kalamazoo 26,  
Michigan

#### LEGISLATION:

Mrs. Clifford N. Jenkins, 30 Deerpath, Norgate,  
Roslyn Heights, Long Island, New York

#### MEMBERSHIP:

Mrs. Jack C. Greig, 240 Locust Street, Hammond,  
Indiana

#### MENTAL HEALTH:

Dr. W. Carson Ryan, 1303 Mason Farm Road,  
Chapel Hill, North Carolina

#### NATIONAL PARENT-TEACHER MAGAZINE:

Mrs. Joel L. Burkitt, 1323 South Frisco, Tulsa 19,  
Oklahoma

#### PARENT AND FAMILY LIFE EDUCATION:

Dr. Ralph H. Ojemann, Iowa Child Welfare Re-  
search Station, State University of Iowa, Iowa  
City, Iowa

### PRESIDENTS OF STATE BRANCHES

**LOUISIANA:** Mrs. George B. Walther, Jr.,  
636 West Prier Lake Road, Lake Charles

**MAINE:** Mrs. Philip J. Gildart,  
15 Katahdin Street, Bangor

**MARYLAND:** Mrs. Cecil E. Ewing,  
R.R. 4, Elkton

**MASSACHUSETTS:** Mrs. Robert F. Mayers,  
271 Davis Street, Greenfield

**MICHIGAN:** Mrs. Charles W. Neldrett,  
62 Mariva, Pontiac

**MINNESOTA:** Mrs. S. E. Struble,  
Wyoming

**MISSISSIPPI:** Mrs. Richard R. Priddy,  
308 Keener Avenue, Jackson

**MISSOURI:** Mrs. Frank B. Leitz,  
6832 Locust Street, Kansas City 10

**MONTANA:** Mrs. Clara Munger,  
517 Sixth Avenue, Helena

**NEBRASKA:** Mrs. A. W. Koester,  
931 Toluca, Alliance

**NEVADA:** Mrs. Walt Brinkerhoff,  
Box 858, Lovelock

**NEW HAMPSHIRE:** Mrs. Laverne Bushnell,  
508 Marlboro Street, Keene

**NEW JERSEY:** Mrs. Philip A. Hyatt,  
155 Union Avenue, Rutherford

**NEW MEXICO:** Miss Recene Ashton, New Mexico  
Western College, Silver City

**NEW YORK:** Mrs. C. Meredith Springer,  
19 Muncie Road, Babylon, L.I.

**NORTH CAROLINA:** Mrs. J. Zebulon Watkins,  
2124 Beverly Drive, Charlotte

**NORTH DAKOTA:** Dr. O. A. DeLong,  
State Teachers College, Mayville

#### PRESCHOOL SERVICE:

Mrs. W. C. Storey, 2832 Minot Avenue, Cincinnati  
9, Ohio

#### PROGRAMS AND FOUNDERS DAY:

Mrs. John E. Hayes, Box 72, Twin Falls, Idaho

#### PUBLICITY:

Mrs. Leon S. Price, 308 Cumberland, Dallas, Texas

#### READING AND LIBRARY SERVICE:

Mrs. Aaron E. Margulis, 1664 Cerro Gordo, Santa  
Fe, New Mexico

#### RECREATION:

Miss Dorothea Lensch, Director of Recreation, 115  
City Hall, Portland, Oregon

#### RURAL SERVICE:

Dr. John S. Carroll, Department of Education,  
University of California, Santa Barbara College  
Campus, Goleta, California

#### SAFETY:

Mrs. P. D. Bevil, 2911 Twenty-fifth Street, Sacramento  
amento 18, California

#### SCHOOL EDUCATION:

Dr. Paul J. Misner, 666 Greenwood, Glencoe,  
Illinois

**OHIO:** Mrs. Russell S. Moore,  
5925 Olentangy Boulevard, Worthington

**OKLAHOMA:** Mrs. W. Fred Scott,  
1421 South Daugherty, Oklahoma City

**OREGON:** Mrs. Russell Case,  
11902 S.W. 69th Avenue, Portland 19

**PENNSYLVANIA:** Mrs. Horace H. Johnson,  
2241 Lesnet Road, Bridgeville

**RHODE ISLAND:** Mrs. Harold J. Gildea,  
75 Auburn Street, Pawtucket

**SOUTH CAROLINA:** Mrs. J. C. Dowling, Jr.,  
Gaffney

**SOUTH DAKOTA:** Mrs. H. J. Watson,  
608 Wiswall Place, Sioux Falls

**TENNESSEE:** Mrs. L. M. Graves,  
900 North Barksdale, Memphis

**TEXAS:** Mrs. W. D. de Grassi,  
1005 West Tenth Street, Amarillo

**UTAH:** Mrs. H. Cecil Baker,  
719 South Sixth East, Logan

**VERMONT:** Mrs. James Craig,  
Peacham

**VIRGINIA:** Mrs. W. W. Kavanaugh,  
2252 Lincoln Avenue, S.W., Roanoke

**WASHINGTON:** Mrs. Arthur Skelton,  
5415 Beach Drive, Seattle 16

**WEST VIRGINIA:** Mrs. Delmas Miller,  
2925 University Avenue, Morgantown

**WISCONSIN:** Mrs. James Lohr, 1918 South  
Seventeenth Street, Sheboygan

**WYOMING:** Mrs. Rupert Kocherhans,  
Lovell

### NATIONAL OFFICE: 700 North Rush Street, Chicago 11, Illinois

#### Administration

Assistant to the Office Director  
Mary A. Milner

Cora G. Barron, Assistant Editor  
Marian Rolen, Assistant Editor  
Ruth McGlone, Public Relations Assistant  
Alice Troy, Assistant on Projects  
Merle Brown, Assistant to  
National Congress Business Manager

#### EXECUTIVE STAFF

Ruth A. Bottomly, Administrative Assistant and Office Director  
Mary A. Ferre, Managing Editor, Publications  
Eva H. Grant, Editor-in-Chief, Publications  
Eleanor Twiss, Business Manager, Magazine  
Roe M. Wright, Business Manager, National Congress

#### Publications

Senior Assistant Editors  
Mary Elmore Smith  
Vera J. Diekoff  
Assistant Editors  
Eleanor Miller  
Pauline Rhiner  
Dorothy Welker

Field Staff  
Ellen Dell Bieler  
Dema Kennedy



*Want to be in the center of things?*

© Miller Photo Lab

Then come to the national convention in Omaha, May 18, 19, 20, and 21. This great midwestern city is near the center of a coast-to-coast line drawn across the United States. Historically, it is the great railroad center from which the first transcontinental railroad thrust westward across the pathless prairie.

Omaha is also a center of art and education, as is attested by the famed Joslyn Memorial Art Gallery and by several colleges and universities. Close by are the sites of other worthy enterprises, such as famous Boys Town (you'll have a chance to visit it) and Offutt Air Force base of the Strategic Air Command.

At the convention itself leaders in many fields will address us. Here are some of the distinguished speakers on the program:

**LEROY E. BURNEY, M.D., Surgeon General, U.S. Public Health Service**

**RENÉ J. DUBOS, M.D., Bacteriologist, Rockefeller Institute of Medical Research**

**CHESTER HUNTLEY, NBC Radio and Television Journalist**

**IRENE M. JOSSELYN, M.D., Psychiatrist, Secretary of the Chicago Institute for Psychoanalysis**

**ROY E. LARSEN, President, Time Incorporated**

**MRS. KATHERINE B. OETTINGER, Chief, U.S. Children's Bureau**

The annual convention is the center of Congress planning and Congress action. The convention theme, "The Family and the Community: Each Shapes the Other—The P.T.A. Serves Both . . . for Mature Minds in a Mature America," will guide Congress members everywhere as each P.T.A. formulates and carries out its plan in its own community. For information and inspiration in your planning, come to the national convention.

**B E I N T H E C E N T E R  
O F T H I N G S**

**National Parent-Teacher**

**700 North Rush Street, Chicago 11, Illinois**